

DOCUMENT RESUME

ED 031 161

HE 001 033

Southern Regional Education Board 1948/1968, Twenty Years of Progress in Higher Education,
Southern Regional Education Board, Atlanta, Ga.

Pub Date [68]

Note-48p.

EDRS Price MF-\$0.25 HC-\$2.50

Descriptors-*Higher Education, *Interagency Coordination, *Organizations (Groups), Planning Programs,
*Southern States

Identifiers-*Southern Regional Education Board

Established in 1948 as a public agency of 15 member states cooperating to improve higher education, the Southern Regional Education Board works with state governments, academic institutions, and other agencies to: do research on the South's problems and needs in higher education; provide consultant services to states and institutions on problems related to higher education; find ways of solving problems through regional cooperation; and disseminate information on higher education. This 20th anniversary report contains 4 papers on its mission and programs and includes committee memberships, a publications list, and financial information. (JS)

ED031161

SOUTHERN REGIONAL EDUCATION BOARD 1948/

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Twenty Years of Progress in Higher Education



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About SREB

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The Southern Regional Education Board was established in 1948 by interstate compact as a public agency of 15 member states cooperating to improve higher education. The Board works directly with state governments, academic institutions, and other agencies concerned with higher education to:

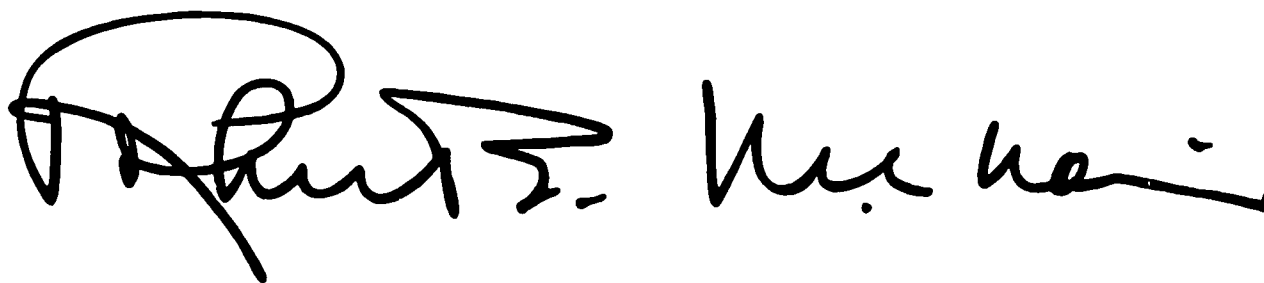
- ☐ Do research on the South's problems and needs in higher education.
- ☐ Provide consultant services to states and institutions on problems related to higher education.
- ☐ Find ways of solving these problems through programs of regional cooperation.
- ☐ Disseminate information on higher education throughout the region.

SREB conducts cooperative programs aimed at providing better undergraduate, graduate, professional and technical education in the South. Its programs operate across state lines and are designed to enable the region to make the most effective use of its resources in higher education. Its activities are directed and supported by an alliance of educators, state officials and civic leaders.

SREB has no coercive power over any state or institution. Its success depends entirely upon the interest and cooperation of the states and institutions concerned. Board membership consists of the governor of each compact state and four other persons—one of whom must be a state legislator, and one an educator—appointed by him.

Basic support for SREB comes from an annual appropriation of \$25,000 by each participating state. States participating in the SREB mental health research and training program appropriate an additional \$8,000 a year. Funds for special projects come from federal agencies, private foundations and other organizations.

The Chairman's Report



Governor of South Carolina

4 This is a year of major significance for the Southern Regional Education Board. It is a time of reckoning and reflection, of adding up the region's accomplishments in 20 years of cooperative efforts to meet unparalleled change and challenge in higher education. It is a time, too, for looking ahead, for not merely congratulating ourselves on the distance covered, but for measuring the distance still to go.

Certainly, there is much improvement and progress for which the South can justly congratulate itself. In the 20 years since the Southern Regional Education Compact was drafted and signed, the upgrading and the growth of Southern higher education have been phenomenal. This is illustrated dramatically by the fact that since 1950 we have doubled the percentage of our college-age population enrolled in college, and the number of students has increased manyfold.

Vocational and technical schools and junior colleges have multiplied with almost incredible speed in our states. Graduate and professional programs have grown in number, spread into many new fields, and attracted an increasing proportion of our college graduates.

Most of the 15 SREB states have created boards to govern, coordinate and plan for higher education on a statewide basis. And most of these states have greatly strengthened their universities and colleges, so that many Southern institutions now claim programs of acknowledged excellence, and some are approaching general excellence.

These accomplishments are properly a source of pride for Southern educators and the state officials who have seen and responded to the needs and challenges facing higher education in the years since World War II. SREB has been intimately involved in this progress. It is not possible to measure all of the Board's impact, because it is so intertwined with planning and action by universities, colleges, state boards, governors and legislatures. Much of SREB's assistance has been intangible; it has come in the form of spoken and printed information disseminated widely to Southern leaders in government, education and civic affairs. It has come, too, in consulting services, formal and informal, provided to states and institutions by the SREB staff. The Board's research efforts, its programs, the work of its commissions and committees in enunciating goals and stimulating action by states and institutions, all of these services have been—and are—of incalculable worth.

In essence, SREB serves as a catalyst, and its detachment from the mechanics of a particular state government, and from the administration of a single institution or system of institutions, permits its staff to perceive major unmet needs and primary challenges, and to call attention to them.

A notable example during the current year springs immediately to mind. *The Negro and Higher Education in the South*, the report of SREB's Commission on Higher Educational Opportunity in the

South, was submitted to the Board at its 1967 annual meeting. It was the result of more than a year of study and consideration. It contained more than 40 specific recommendations for extending the opportunity for post-high school education and training to a vastly increased share of the region's Negro population, and for improving and strengthening the traditionally Negro colleges. In terms of Board action, the key proposal was to establish a Regional Institute for Higher Educational Opportunity. The institute was to be a part of the SREB staff, and its prime function was to assist states and institutions in planning and mounting action programs dealing with the higher education of Negroes and the improvement of traditionally Negro colleges.

The Board responded immediately and affirmatively by authorizing me, as its chairman, to appoint a special committee to draw specific plans for the institute. I appointed this committee, and Governor Ellington of Tennessee agreed to serve as its chairman. The committee performed its task quickly and well, and submitted a report to the SREB Executive Committee, detailing the purpose, functions, organization and financing of the new institute. The Executive Committee approved this report, and in April, only seven months after it was first proposed, SREB's Regional Institute for Higher Educational Opportunity became a reality.

Simultaneously, I appointed nine distinguished Southerners to an advisory commission which will guide the institute in its development of projects and programs. Members of this Institute Policy Commission are: Brunswick A. Bagdon, regional director of the Bureau of Labor Statistics, U.S. Department of Labor; H. H. Dewar, investment banker, San Antonio; Governor Ellington; T. R. May, president, Lockheed-Georgia; Samuel M. Nabrit, executive director, Southern Fellowships Fund; Benjamin F. Payton, president, Benedict College; Mrs. Winthrop Rockefeller of Little Rock, Arkansas; Asa T. Spaulding, retired insurance company executive, Durham, North Carolina; and Edward A. Wayne, retired president, Federal Reserve Bank of Richmond, Virginia. In addition, the SREB chairman, vice chairman and secretary-treasurer will join the commission *ex officio*.

The Regional Institute for Higher Educational Opportunity represents, once again, how our joint planning and action can create a major thrust to improve higher education. The institute, like the Board itself, will undertake — has already begun, in fact — a variety of specific tasks. But its greatest contribution may well come from its role as a catalyst for action by our states and colleges.

To sum up the Board's role in one word: leadership. SREB has indeed provided our region with leadership in higher education during this crucial period in our history. And it has been a leader in another important sense, because it has demonstrated the potential of the region as an effective agent for planning and action. It seems increasingly clear that interstate cooperation offers an almost unlimited opportunity for the solution of contemporary social and economic problems. Interstate arrangements are rich with promise in this time when the individual state is faced with countless problems requiring costly measures for which revenue is simply not available. Pooling resources to attack common problems may prove a major means of strengthening our state governments.

The region also can serve as a useful instrument for state cooperation with the federal government in programs of economic and educational development. What SREB has demonstrated in higher education, new state-federal commissions are demonstrating in regional development.

The general and specific progress of the Southern states in higher education over the past 20 years must be credited to the determination, the commitment, of the South's educators and state officials with responsibility for planning and financing public higher education. State appropriations for higher education in the South have grown by 204 percent in the past eight years alone. Nationwide, the growth has been 214 percent. But the South has found the money to pay its way harder to come by, and still half the SREB states exceeded the average national increase in appropriations.

Our progress has not been as great as we would wish. The region still trails national averages in per-pupil expenditures, faculty salaries, percentages of college-age youth attending college, and most other objective indices of quality and quantity in higher education.

Still, the South's record over the past two decades is quite impressive. It has been written by educators, governors, legislators and others who share the belief that the South must continue to strive for excellence. And they have profited greatly by working together through the unique instrument of the Southern Regional Education Board.

I believe that this record, this testament to 20 years of progress in higher education, amounts to a mandate for each of us and all of us to redouble our efforts, to rededicate ourselves to the goals which SREB has enunciated and now, clearly, symbolizes.

The Southern Regional Education Compact



President Emeritus
Florida State University

The Southern Regional Education Board was no sudden happening. The legal basis for its creation was provided by the Southern Regional Education Compact, entered into by 16 states (Delaware later withdrew), and the compact grew out of a long series of discussions among public officials, educators and laymen. There is, in fact, evidence of such discussions extending through a number of years before the compact—and SREB—became a reality.

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After the close of World War II, the higher institutions of America faced many unusual problems. They began to be overwhelmed by numbers of students who sought admission; they faced the immediate necessity for catching up on building programs that had been halted by the war; they were confronted with shortages of competent scholars to re-man and enlarge their faculties. The greatly reduced output of the graduate and professional schools during the war years induced pressures to enlarge existing institutions and to establish new ones.

At this point, there was real danger that graduate and professional schools would forsake orderly development in the rush to expand their activities. Graduate and professional schools in the Southern region were not producing their proportionate share of creditable scholars. In fact, in the entire South there were few institutions, or even divisions or departments within institutions, that could qualify as centers of distinction. It became highly desirable to expand and improve existing graduate and professional programs, and to plan new ones carefully.

Believing that the South was beginning to assume a much larger place in industrial and cultural development, many educators felt that some concerted, coordinated action throughout the region was necessary for strengthening every aspect of higher education. The need seemed to be urgent.

For a long time, educators had been suggesting that cooperation could be arranged whereby courses or departments required by relatively small numbers of students could be provided by a limited number of institutions where such courses could be of superior quality. Already there were instances where two or more institutions developed plans for cooperative action with a considerable degree of success. A prime example was the agreement effected in 1943 whereby students graduating from the two-year medical school in West Virginia could complete their professional course at the Medical College of Virginia.

An important step toward regional cooperation in the South was taken when, in September, 1946, Auburn's School of Veterinary Medicine moved to make its services available to other states where this curriculum was not offered. This plan was to be effected by means of contracts between states comparable to the arrangement for medical education mentioned above. Discussions of such possibilities were so widespread that, when the Southern governors began their deliberations regarding cooperative action in higher education, much of the groundwork had been done.

Although there had been discussions at earlier meetings of the Southern governors, their first official action was taken at the meeting in Asheville, North Carolina, October 19-21, 1947. The chairman of the conference, Millard F. Caldwell of Florida, had become deeply interested in the possibility of interstate cooperation in education. He had discussed it with his fellow governors at the previous conference. It was out of this interest that he placed the subject on the Asheville program.

Action at that time was spurred by Governor James Nance McCord of Tennessee, who told the governors of an impending financial crisis at Meharry Medical College. He convinced them that, unless extraordinary measures were taken, the college would be forced to close. The Meharry board had requested that Tennessee, or a number of the Southern states working cooperatively, take over the responsibility for maintaining and operating the institution.

It should be remembered that at that time all of the states represented in the Southern Governors' Conference maintained segregated systems of higher education. One means used by the several states to provide "equal opportunities" for the Negroes was giving scholarships to qualified Negroes to enable them to attend accredited graduate and professional schools that were open to them. The great majority of Negro students in medicine and dentistry from these states attended Meharry Medical College.

It should also be noted that, even though this was seven years before the momentous 1954 school desegregation decision of the United States Supreme Court, great pressure was being exerted to break the pattern of segregation in higher education. In some of the states, cases designed to achieve that purpose were already in the courts.

Quite naturally, the question was raised as to whether the urgent move to save Meharry Medical College was mainly a move to avoid desegregation. While most of the governors seemed to realize that this point of view might be widely assumed, they sought to make clear that this was not what they had in mind. They held that, while segregation was a matter to be dealt with in each of the states, they must proceed with plans for greatly strengthening higher education in the South, regardless of the question of race.

Governor McCord asked that the states represented in the conference take steps to assume jointly the responsibility for maintaining and operating Meharry. It was proposed that a board composed of members from the cooperating states be appointed and that immediate legal steps be taken to provide for a joint agreement or compact to be executed by the participating states.

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Interest in this proposition was active and keen among the governors, and it seemed clear that some favorable action might be taken. However, after the presentation of a somewhat broader base for interstate cooperation that would encompass many other problems related to higher education, a motion expressing the desire of the governors to move forward promptly was passed unanimously. By resolution, a committee was appointed to investigate the proposal submitted by Governor McCord as a first step in an overall program for "the provision, either within the several states or without, of adequate facilities for higher education for both whites and Negroes."

A special meeting of the Southern Governors' Conference at Wakulla Springs, Florida, February 7, 1948, was a notable gathering. In addition to the governors, there were educators, state officials and prominent laymen from the various states.

Discussion centered mainly upon two points: (1) a comprehensive definition of the purposes and functions of an interstate compact for cooperation in higher education, and (2) the legal questions that were involved in making an interstate compact operative and effective.

Fortunately, three eminent attorneys who were in attendance were named as a committee to draft the text of the compact. They were Governor Caldwell of Florida; Cecil Sims of Nashville, Tennessee, adviser to Governor McCord; and Eugene Cook, attorney general of Georgia. On the second day of the conference, they submitted their report in the form of a compact. It was approved by the governors, nine of whom signed the document. It was agreed that the compact would be in full force when ratified by six of the states represented.

The original compact provided for creation of the Board of Control for Southern Regional Education. However, the articles of incorporation filed in Leon County, Florida, March 8, 1948, were in the name of the Regional Council for Education.

What has transpired since the compact became operative provides material for review in this 20th anniversary year. One may reasonably conclude that those who participated in founding the Southern Regional Education Board planned wisely and well.

Twenty Years of Regional Action

Initial activities of the Southern Regional Education Board reflected the post-war crisis in higher education in the South. They were concerned mainly with meeting student needs and providing professional manpower. Early SREB programs provided a mechanism for states to share costly graduate programs, and so save the expense of establishing them in each state. They focused on the needs of industry through programs aimed at developing the region's natural resources. They used the regional approach to develop human resources in the South. They attempted to ease the shortage of science research facilities by arranging for cooperative use of off-campus laboratories and equipment. They facilitated research contracting between Southern universities and government agencies.

Some early programs, such as the one to develop "centers of distinction" in graduate work, were abandoned. Others, such as the marine science program, ended for lack of financial support. Some, like the 1953 proposal for a city planning program, may simply have been too far ahead of their time.

There were early, significant accomplishments:

- ☐ Student contract programs went into operation immediately, and on a large scale. In 1949, a class of 360 "regional students" from 10 states entered 14 contracting institutions.
- ☐ The nursing education program led to the establishment of the first six graduate schools of nursing in the South in 1954-55.
- ☐ Between 1950 and 1952, when the Board was active in helping universities get federal defense research contracts, the proportion of these contracts going to Southern universities increased 200 percent.

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The programs SREB has developed reflect the mandate given to it by the compact bylaws, which define five functions:

- ☐ To do research on the South's problems and needs in higher education.
- ☐ To provide consultant service to states and institutions.
- ☐ To find ways of solving problems and meeting needs in higher education through programs of regional cooperation.
- ☐ To administer cooperative programs across state lines.
- ☐ To disseminate information on higher education for the region.

This report gives in general terms the scope of activities during SREB's first two decades. The rapid expansion of higher education and the new issues that have emerged have resulted in a constantly enlarging and changing flow of activities within the assigned functions. In fact, SREB activities have become so comprehensive and diverse that it is difficult to give a brief and adequate overview of their nature and scope. Merely to catalog them would be impressive, but not particularly informative. It may be more valuable to review briefly the major activities that fall under each of the assigned functions and present an illustrative few in more detail.

A preliminary word about the financing of these activities: SREB's basic operating income from member states is modest, but state funds have served to attract program funds from a variety of sources. This is shown in the summary of grants to SREB in the Appendix and in the following table of expenditures in selected years:

SREB EXPENDITURES

| | State Funds | Federal Funds | Foundation Funds | Total |
|---------|---------------|---------------|------------------|-----------|
| 1948-49 | \$ 33,000/52% | — | \$ 30,000/48% | \$ 63,000 |
| 1957-58 | 451,500/71% | \$ 37,925/6% | 145,725/23% | 635,150 |
| 1967-68 | 523,000/30% | 695,095/40% | 531,755/30% | 1,749,850 |

(Contract funds for student exchange programs are not included.)

Interstate and Interinstitutional Cooperation

Two closely related SREB functions, as defined in the bylaws, are to find ways of meeting needs in higher education through programs of regional cooperation and to provide administrative and fiscal services for regional arrangements.

The compact authorizes SREB to establish and operate institutions, but recognition of the practical problems involved led to the early abandonment of this idea. Instead, there was acceptance of the point of view that maximal use should be made of existing institutions. The first step in carrying out this objective was to assess regional needs; then it was necessary to provide an administrative procedure for establishing and carrying out interstate arrangements.

Student Exchange Programs

The first interstate arrangements took the form of contracts for services. In essence, this plan provided that a state which did not offer a particular kind of educational program might send its students to a private or public institution offering the program in another state. During recent years, the total number of students benefiting from these contracts has remained fairly constant at about 1,000, though the number by fields has varied. General procedures are as follows:

- ☐ Participating institutions pledge themselves to admit quotas of qualified students from designated states. The students are enrolled on a resident basis, with out-of-state tuition charges waived.
- ☐ The state sending the students agrees to pay a set annual fee per student to the institution, using the Board as a fiscal agent.
- ☐ The Board contracts with the states and gives general supervision to the program, but each institution retains complete authority over admissions.

In 1957, the contract system was expanded to include student aid contracts under which states pay out-of-state tuition charges, through SREB, for students who attend specified schools in other states. This arrangement is currently applicable in actuarial science, architecture, forestry, library science, optometry, occupational therapy and meteorology.

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The chart on the following page shows the development of the contract programs from 1949 through 1967—by year, amount of funds, and number of students—for each of six fields. A table in the Appendix shows total payments by each state and the total funds received by participating institutions for all fields in 1967-68.

Curricular Cooperation: Graduate and Professional Programs

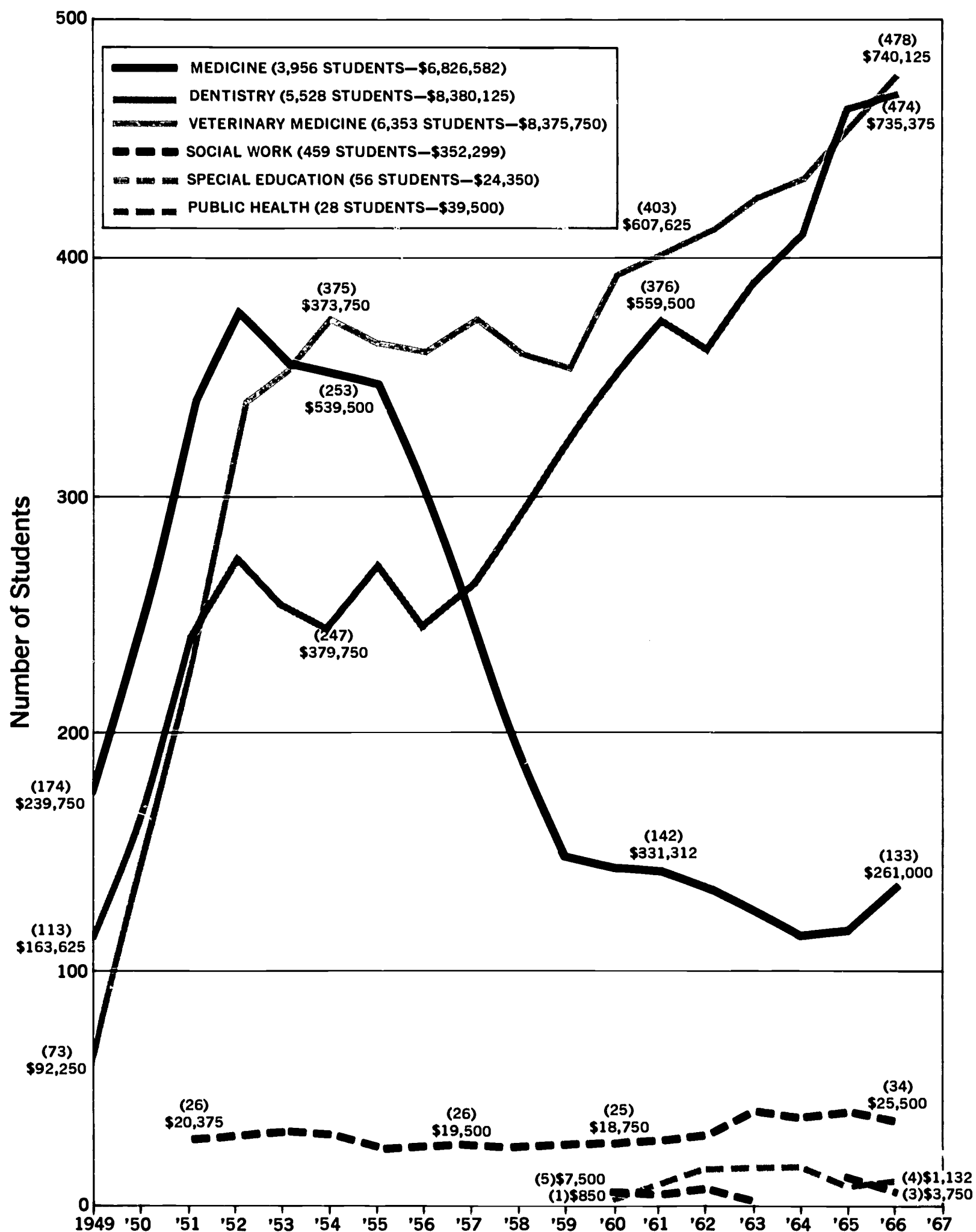
From the outset, solving problems and meeting needs in higher education through programs of regional cooperation was construed as a broad charge, not to be limited to the student contract device. Efforts in the first years were directed toward ascertaining the most pressing needs and exploring the spectrum of higher education to design longer-range goals. Attention first focused on graduate and professional education as the sectors from which must come the manpower to strengthen Southern education generally, as well as to improve the region's social and economic well-being.

The work of an early graduate study commission had made it clear that Southern universities faced difficult problems in developing graduate work in the sciences—problems in expanding laboratories and equipment, recruiting faculty members and research workers, and financing ongoing programs. Beginning in 1949, the Board explored cooperative use of the facilities of the Tennessee Valley Authority; Air University, an Air Force research and training agency at Maxwell Field, Ala., and Randolph Field, Tex.; and the Naval Research Laboratory in Washington, D. C. Later, as a result of this groundwork, institutions were able to arrange traineeships for graduate students and visiting professorships for faculty members with all three organizations.

When federal agencies increased their research activities in 1950 as a result of the Korean War, the Board began to assist graduate schools in securing federal defense research contracts. It published a description of defense research programs and procedures for making contact with the agency involved, and held two regional meetings, attended by a total of 259 university officials, where federal representatives explained the kinds of research their agencies were interested in sponsoring.

SREB Contract Programs

Number of Students and Amounts by Year



In 1950, SREB opened a Washington office to serve as liaison between Southern universities and federal agencies. The office was closed in 1952, when it became apparent that contact had been made and universities could solicit research grants independently. During the period from 1950-52, the Board's activities helped increase the proportion of federal research grants to Southern universities by 200 percent.

Such contacts with graduate study and research, coupled with experience in the contract programs and with continuing formal and informal consultation with leaders in higher education and professional organizations, induced a growing analytical knowledge of needs in special curricular fields. The Board has responded to these needs in a wide variety of disciplines, using a number of different program approaches.

At the initiative of an institution, a legislature, representatives of a professional field, or of the Board itself (or through a combination), investigations have been made of existing schools and programs in a specified field, the demands for trained personnel, the cost of providing training, the availability of faculty, the capacities of available facilities, and related issues. Sometimes a study of this kind has been conducted with the advice of a committee or council of representatives of the field; other times, such a committee or council has been appointed following the study to aid in developing desirable interstate and interinstitutional cooperative relationships. In some instances, cooperative plans have been expressed in memoranda of agreement, which generally provide for the coordination of programs in training and research, the ready interchange of students, joint recruitment of students and adjustment of fees. The Board serves chiefly as a facilitating agent in the development of these memoranda. Arrangements are made directly among the institutions concerned.

More varied in nature and generally less formalized than contracts for services or memoranda of agreement are other regional programs. These represent a variety of fields and are designed to promote regionwide or interinstitutional cooperation in the development of needed programs and in avoiding unnecessary, costly duplication. Generally, a program in a special field is developed with the aid of a council or advisory committee. The activities engaged in are almost as varied as the fields in which they occur. They include graduate or faculty workshops, seminars and summer sessions, publication of brochures, development of curricula, formulation of criteria, arranging for consultative services and conferences, publication of guidelines, promoting research, the establishment of training centers, cooperation in the use and exchange of instructional materials, and experimentation.

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Long-Term Programs

Some areas of graduate and professional education which the Board entered in its earliest years are still subjects of major concern, though the needs and emphases have changed. Brief accounts of several follow:

Agricultural Sciences. A Board study of graduate education in the agricultural sciences led to the appointment of a commission in 1952 and cooperative efforts in student recruitment and public information. In 1959, the first in a series of six-week graduate summer institutes was held. Activities in agricultural sciences have been of two types: those designed to improve the quality of education in the land-grant colleges, and those focused on such problems as plant virology or water resources.

In 1967, the Board received a grant for a five-year project to develop cooperative programs in graduate agricultural science education. The project will seek to develop a curriculum incorporating new scientific developments and teaching resources, continue the summer institutes, work to improve research and education in the graduate sciences, and study new technological advances and their applications to agriculture.

Nursing. The Board's interest in nursing is of long standing. In 1951 a Committee on Nursing Education was appointed to study nursing education in the region and to make recommendations. The report stressed the "need for adequately trained instructors, supervisors and administrators" and noted that "a master's degree in nursing specialization or nursing education based on sound basic nursing training is essential to effective execution of these positions." An experienced nurse educator, brought in as a staff consultant, worked with institutional representatives to establish cooperative plans for master's degree programs in six institutions with selected fields of specialization allocated to each school.

Since these early developments, regional planning in nursing has been given additional impetus by two five-year grants from the Kellogg Foundation (1962 and 1967). SREB staff, in cooperation with the Council on Collegiate Education for Nursing, composed of more than 100 representatives from participating institutions, advise on policies and activities designed to improve collegiate nursing education, facilitate the exchange of ideas and experience among institutions offering nursing programs, identify problems in nursing education that need cooperative study and action, and promote research in nursing.

These multiple functions are achieved through state and regional conferences, consultations with institutions and state agencies, special studies which are published and widely distributed, and liaison with national and regional groups on problems and projects in nursing education and research. Faculty workshops have been devoted to such topics as maternal and child health, public health, cancer nursing and the administration of nursing education.

Statistics. In 1952, in response to an expressed interest by a number of university and college administrators, a regional conference on statistics was organized. The conference recommended an investigation of the possible coordination of statistical curricula within institutions, statistical consultation services, training opportunities for statisticians, and cooperative research in statistics. In accordance with the recommendations of the conference, an advisory committee on statistics was appointed by the Board. Under the direction of this committee and its successor, the Regional Committee on Statistics, a series of cooperative graduate summer sessions staffed by distinguished faculties has been conducted. One of the objectives of these summer sessions is to increase the supply of statisticians with graduate training.

The statistics committee also publishes a listing of summer graduate courses offered and visiting lecturers available. Since 1966, the committee has sponsored an annual conference to stimulate innovative research in statistics for industry, business, science, education and the professions.

Special Education. The region's concern about providing for the education of exceptional children is reflected in SREB's long-term efforts to expand and improve programs which prepare special teachers. A 1954 commission recommended that programs be developed to prepare teachers of the handicapped, particularly the blind and deaf. Subsequent planning by a regional council in special education led to establishment of several graduate programs for training teachers of the blind, deaf and cerebral palsied.

Consideration given to the needs of the gifted child found its fullest expression in the publication of *The Gifted Student: A Manual for Program Improvement*. With the aid of Carnegie Corporation funds, the project was extended to include official representatives from nine state departments of education who developed plans to improve the education of the gifted child.

In 1963, SREB received from the U. S. Office of Education a three-year grant to assist in the orderly expansion of teacher preparation programs. Changes in the region's programs since the earlier survey were studied, institutions cooperated in planning curricula in the several areas of exceptionality, conferences were held on special topics in research and teaching, and recruitment activities were undertaken. Publications of the project include *The South's Handicapped Children* and a recruitment film, *Take That First Step*. An application for another three-year project, this one to center on improving existing programs in teacher education institutions and state departments of education, is pending.

Concluded or Inactive Programs

In many curricular areas, responding to somewhat more limited problems, SREB has served as a mechanism to facilitate interinstitutional cooperation, terminating the activity as needs were met or when regionwide support was unobtainable. The following are capsule accounts of a number of such activities:

Forestry. A Commission of Forestry was appointed in 1949. A regional study of needs and resources for forestry education provided the foundation for a memorandum of agreement among the schools of forestry. Achievements under this arrangement included allocations of research specializations, some standardization of admission requirements, and recruitment brochures which were widely used.

City Planning. Only three universities in the region offered graduate work in city planning when the Board began to investigate possibilities for a regional program in this field in 1952. The advantages

of a regional program to the rapidly urbanizing South were obvious. Following a regionwide conference to consider needs for professional education in city planning, a memorandum of agreement was executed in 1953. By 1956 a cooperative short course had been held, a student recruitment brochure published, and additional institutions had established training programs.

Marine Sciences. On the basis of preliminary studies, the Board appointed a Commission on Marine Sciences in 1953. After several modifications of plans for a regional memorandum of agreement, the project finally failed to materialize, partly because of disagreement as to the amount of direction the commission would assume, and partly for want of financial support. Since then, several groups of institutions have independently entered into cooperative arrangements.

Nuclear Energy. At the request of the Southern Governors' Conference in 1955, SREB made a series of studies of the possible applications of nuclear energy in industry, medicine, public health and agriculture. Consideration of the reports of these studies by a work conference on nuclear energy, and by the Southern Governors' Conference, led to the appointment by the governors of a Regional Advisory Council on Nuclear Energy to operate in conjunction with SREB. A number of activities were undertaken by the advisory council while plans for the development of an interstate compact were being developed. The compact was drafted and endorsed by the governors. At this juncture, SREB requested that the activities be conducted under other, more appropriate auspices.

Adult Education. Two major activities aimed at preparing leadership for adult education were sponsored by the Board in 1963: a training institute for deans and directors of adult education programs, and a regional graduate workshop for adult educators at institutions in urban centers. With the passage of federal legislation which provides for community education, it was felt that there was less need for SREB to remain active in this field.

Master of Arts in Teaching. With SREB's assistance, the Association of Directors of M.A.T.-Type Programs in the South was organized in 1960-61. Its membership consisted of appropriate representatives of institutions offering master's programs (usually, though not always, designated "Master of Arts in Teaching") for liberal arts graduates without professional teacher preparation. These programs incorporate paid teaching internships and continuing study in subject matter as well as professional courses. The Board helped this group edit and finance two editions of a catalog of *Master of Arts in Teaching: Programs in The South*.

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New Program Developments

Fields which have been added to the Board's concerns in recent years—usually after extensive exploratory activity—and in which programs and projects are still being developed, include the following:

Journalism. In June, 1965, the Ford Foundation granted \$700,000 to SREB to support a three-year program of advanced study for Southern journalists. The purpose of the program was "to contribute to the growth of individual journalists by giving them special access to the unique resources of Southern universities." The program consists of seminars of short duration and of fellowship grants for extended study programs to permit individual journalists to go deeply into some area of special interest. The first three years of the program have resulted in awards to individuals for 50 semesters of study, and attendance at seminars by some 500 journalists. Since its inception, the program has been subject to continuing evaluation. Reactions of all those involved have been most favorable. Newspaper publishers of the South have recognized the program's value and have actively promoted participation in it, both as individuals and through their professional organization, the Southern Newspaper Publishers Association. Efforts are now under way to obtain financing for an additional five years, looking toward continuing a program that ultimately will be self-sustaining.

Resource Development. The Resource Development Project offers summer internship appointments to college upperclassmen and graduate students who demonstrate an interest in the processes of social and economic change. The program is designed to provide service-learning experiences through assignments to specific projects of development agencies, community action programs, and other local or regional organizations. Projects are selected to (1) give immediate manpower assistance to agencies, (2) provide constructive service opportunities for students, (3) encourage young people to consider careers in programs of development, (4) give students in social sciences and related fields a more relevant and meaningful education, and (5) provide additional avenues of communication between higher education and programs of social and economic development. Each intern is guided

by a project committee consisting of at least one representative of the local organization, a university representative appointed as a counselor, and a technical adviser — usually from one of the five sponsoring federal agencies.

International Studies. There was very early recognition of the importance of a better knowledge of international affairs and the non-Western world. Early efforts by a number of institutions and SREB to establish summer sessions and scholarships for faculty members were abandoned because of lack of funds.

Institutional interest remained high, however, and after a series of exploratory conferences in 1960-63, a Regional Advisory Committee on Uncommon Foreign Languages and World Area Studies was organized. In 1965-66 the Board received a grant from the Ford Foundation to implement three summer institutes for college faculty members: Far Eastern history at Florida State University, Latin American history and politics at the University of Texas, and Southeast Asian studies at Duke University. More recently the committee has urged a multiple regional program in international studies that would generate projects of several different types. A survey of institutional resources and interests is pending as a first step toward designing such a program.

Pharmacy. There is currently in effect a memorandum of agreement relating to graduate education in the pharmaceutical sciences, signed by the presidents of 11 institutions offering doctoral programs. The purpose of this cooperative venture is to determine how funds may be most effectively utilized, to provide continuing education for pharmacy faculty, to strengthen graduate programs by coordinating and supplementing them, and to plan to meet more effectively faculty and industrial needs in the region. The regional committee created under this agreement has been searching for ways to upgrade the quality of instruction and research in the pharmaceutical sciences. One proposed procedure is to conduct summer programs in critical areas of advanced pharmaceutical science, programs with curricula and laboratory resources "substantially unavailable as an organized offering at any one of the participating institutions." The committee has not yet secured funds for its program.

Humanities. In 1962, the Board conducted a regional study on how humanities curricula were organized for instructional purposes. The study, supplemented by visits to 55 selected institutions, led to guidelines for planning and evaluating humanities curricula.

A grant from the National Endowment for the Humanities enabled SREB to convene in 1968 a conference on the humanities attended by educators from a dozen institutions in the South. Participants examined the strengths and weaknesses of instruction in the humanities at colleges and universities in the region. Recommendations of this conference are currently being studied.

Regional Approaches to Learning Resources

The Board has consistently worked toward effective utilization of television and computers and improvement of libraries in strengthening higher education in the region. In these efforts, as in programs dealing with curriculum, the Board's guiding philosophy has been that states and institutions working together can accomplish more things more rapidly than they can working in isolation. Major activities involving learning resources have included the following:

Instructional Television

When television channels were reserved for educational use in 1952, the Board moved immediately to assist the states and institutions in exploring the possibilities of television as an aid to educational programs. Early efforts were devoted to encouraging ETV station activation. A memorandum of agreement was signed in 1955, looking toward a variety of cooperative television activities, including the possibility of a regional network for higher education.

In 1960-63, with station activation well under way, attention was directed to helping the states plan for the orderly development of statewide ETV coverage. Concurrently, the Board aided colleges and universities in examining the ways in which the medium could be best used in their instructional programs. Two special projects (1963-65 and 1965-67) investigated the feasibility of, and then procedures for, interinstitutional planning and production of instructional materials for use on campus television systems. Under these projects, pilot videotapes and films were produced in architecture, communications, nursing, psychiatry and teacher education.

The Board's primary aims in television, as in other technological media, are to change patterns of teaching and learning and to bring to bear the resources of a region on the planning and production of instructional materials. An ongoing program of cooperative planning and production of course materials has been recommended and is being explored.

Computers and Computer Science

Computer science has developed at a great pace and in a variety of directions. There is urgent need, therefore, for regional services that provide for the exchange of information about computer science programs, for sharing experience and facilities in the use of computers in higher educational institutions, for advice on policies and activities relating to the improvement of education and research in computer science, and for exploring the feasibility of cooperative arrangements in the use of computers. In response to this need, a Council on Computer Centers and Computer Science Education and Research, with a project director, is functioning under SREB auspices. Operating under the council, four committees of approximately 10 members each are concerned respectively with computer centers, computer science degree programs, higher education administrative information systems, and computer-assisted instruction.

In addition, the Board's program is exploring cooperative uses of computer facilities among colleges and universities, developing activities to improve educational programs and research in computer science and, with National Science Foundation support, making an inventory of computers, their applications, and instructional programs in U. S. higher education.

University Libraries

Over the years, various SREB publications have documented that the lack of library resources, especially for graduate work, is one of the South's greatest educational weaknesses.

The Board has explored regional cooperation here, and various projects have developed, but the geographic size of the region has made some forms of cooperation difficult.

For several years, SREB worked with the Association of Southeastern Research Libraries in exploring regional library needs, and in 1954 joined with six universities to undertake subregional planning through the Southeastern Interlibrary Research Facility. Facility staff, based at SREB, produced a compilation of research resources in the participating universities, a union list of selected serial holdings, and a Southeastern supplement to the union list of serials.

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Mental Health Training and Research

The SREB Mental Health Training and Research Program is a regional effort to marshal resources in advanced education and research for the improvement of a major and complex responsibility of state governments. It grew out of gubernatorial concern about both shortages of professional personnel and a lack of information about ways to improve state mental health programs.

In 1954, at the request of the Southern Governors' Conference, SREB made a regional survey of the South's mental health training and research activities. The survey showed a critical shortage of psychiatrists, psychologists, psychiatric nurses and psychiatric social workers in the region's public mental health programs.

As a result of the survey, the 1955 Southern Governors' Conference asked SREB to establish a continuing mental health program which would be supported by a special annual appropriation from each state. For the first two years, the program received additional support from the National Institute of Mental Health (NIMH). The goal was to improve mental health training and research in the region and, supplementing this, to improve the recruitment of professionals into the field and speed the application of research knowledge.

The program is guided by an advisory commission of 22 members. The governor of each state appoints one representative, and seven are appointed by SREB.

Mental Health Programs

In its early years, the program concentrated on the major mental health professions — psychiatry, clinical psychology, psychiatric nursing and psychiatric social work — and the traditional mental health agencies: mental hospitals, schools for the mentally retarded and psychiatric clinics. This

focus was appropriate at a time when the region's major problem was a shortage of competent professionals for state mental health programs. More recently, as the states have begun to expand community health activities, the scope of SREB's program has broadened.

Professional Manpower. In its first two years, the program conducted a series of conferences on the needs and resources for professional education in each of the four major mental health professions. These conferences provided the impetus for the establishment of several new professional training programs in the South. Today, while training resources still do not produce enough professionals to meet the region's needs, Southern schools are training from two to five times as many professionals as they were in 1964. Other efforts to increase mental health manpower have been concerned with school psychologists and general medical practitioners.

In-Service Education. This program sought to make more immediate and practical training opportunities available to staff members at mental hospitals, clinics and schools for the mentally retarded. Supported by grants from NIMH, the program provided a mechanism for mental health workers to study a program in operation at another institution for up to four weeks. They were encouraged to select desirable features of the program for adaptation to their own institutions' programs. A total of 223 staff persons from mental health institutions in the South participated in this exchange program and received stipends of up to \$500 while doing so. Additional ways to strengthen in-service training and continuing education are now being explored.

Research. One early productive activity was a series of small research conferences which brought together four to 10 persons from various universities or agencies who were doing research on a specialized topic (e.g., behavioral manifestations of certain kinds of brain damage). These informal two or three-day meetings allowed a free interchange of research ideas, problems and methods.

This series provided a model for a 1964-67 project to foster and improve mental health field studies. Supported by NIMH, it sponsored conferences for researchers from the community (sociologists, epidemiologists and mental health professionals) on such topics as identifying community leadership for mental health, providing mental health services to Appalachia, performing research on urban crises, and performing field research in alcoholism.

In 1959-60, SREB undertook a survey of mental health research in the region which today remains the most comprehensive survey of its type.

Mental Health Statisticians. A project to assist state mental health statisticians in their professional development was begun in 1959 in the belief that increasing their skills would greatly improve research and program evaluation. This project later received support from NIMH and has continued to 1968. It has held information-exchange conferences, problem-solving workshops and two week-long summer training sessions. Committees have done special research studies (e.g., an analysis of chronic patients in mental hospitals) and have improved state data reporting systems.

Mental Retardation. An early project was the Rare Case Registry—a mechanism whereby all cases of certain rare conditions causing mental retardation in the 40 institutions for the mentally retarded in the South can be made available to researchers who need such things as blood samples, urine specimens and results of psychological tests. This registry gives a researcher a larger number of cases for his work than he could reasonably expect to see in his own institution or state.

A five-year project, supported by NIMH, sought to improve the training of attendants in institutions for the mentally retarded. Most institutions had no training programs for attendants when this project began. It operated workshops for prospective trainers of attendants, using guidelines developed earlier for curriculum content and teaching methods.

More than 30,000 copies of two major publications from the project, *Teaching the Mentally Retarded* and *Recreation for the Mentally Retarded*, have been sold in the region and across the nation. Other training areas developed under the project were nursing care, oral hygiene and ward discipline.

Aftercare. From 1962-67, SREB explored the aftercare services offered to patients released from mental hospitals. This project, with NIMH support, also trained mental health workers to perform aftercare services and offered consultation services to states in extending aftercare programs.

Psychiatric Nursing. With support from NIMH and the U. S. Department of Health, Education and Welfare (HEW), an in-service psychiatric nursing program has sponsored short-term regional training programs for nurses. It also has worked with instructors in practical nursing schools and hospital diploma schools of nursing to increase their knowledge of psychiatric nursing and keep them abreast of current research.

Community Mental Health. A 1964 conference examined state mental health planning, another in 1965 analyzed manpower needs of community mental health programs, and a third in 1966 explored the problems a medical school faces when it plans a community health center as a significant part of its training resources. SREB has been very active in seeking to improve consultation services to community mental health programs. A 1963 SREB survey of consultation programs in the South has been used throughout the region.

Middle-Level Manpower. In recent years, it has become clear that the South cannot increase its supply of mental health professionals sufficiently to meet the need for mental health services. But through jobs and "middle-level" training programs, a corps of workers can be developed to assist professionals in certain tasks, thus enabling the professionals to make better use of their skills and serve more people.

Two SREB activities along these lines are under way. One is a project to help the region develop more bachelor's degree training programs in social welfare and to help mental health, welfare, correctional and vocational rehabilitation agencies make effective use of graduates from these programs. This project is supported by the Social and Rehabilitation Service of HEW. The other is a project to assist community junior colleges in developing associate degree programs in mental health. This project also will assist mental health agencies in making the best use of these workers.

Research and Information on Needs and Problems in Higher Education

Early Research

Research began as a service function for the various studies and programs the Board undertook. Early research dealt with such matters as an inventory of graduate educational opportunities, guidelines for institutional evaluation, and manpower needs in the professions.

There were numerous assessments of needs and resources in a variety of special fields: forestry, nursing, dentistry, public health, medicine, special education, architecture, recreation, psychology and agriculture. Some of these assessments led to the establishment of memoranda of agreement between SREB and institutions for expansion or addition of institutional offerings. Some resulted in SREB-based projects for further study and planning. Others were unproductive because the institutions involved could not reach agreement or because funds for recognized regional efforts could not be secured.

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Research on the Organization and Operation of Higher Education

In the mid-'50's, SREB began to stress the importance of research in planning and improving higher education at institutional, state and regional levels. In this connection, one of the earliest research efforts by SREB was a study of projected school and college enrollments. The projections have been repeated periodically, and in the process, the techniques for making them have been refined.

In 1956, research activities were expanded when the Board received a \$450,000 grant to promote an organized program of research on problems of higher education. Activities under this grant included post-doctoral fellowships in research, cooperative projects with colleges and universities in the region and research by SREB staff.

While much of the research has been conducted by the staff, emphasis has been placed, as a matter of policy, on encouraging the development of such research at colleges and universities.

Research Areas

Research areas have included:

Administration and Planning. Some of this research has dealt with planning computer centers, establishing junior and senior colleges, analyzing curricula, coordinating higher education statewide, and using a year-round calendar.

Programs and Degrees. Questions of primary concern in this area relate to the degrees awarded in Southern institutions by disciplines, by levels, and in comparison with the other regions of the nation; the number and locations of programs leading to the master's degree in nursing or to the master's degree in teaching; an inventory of graduate offerings in Southern universities; unusual or infrequently offered graduate programs found in the South; an approach to analysis of the collegiate

curriculum; and the length of time spent in completing requirements for the doctor's degree. The study of time required to complete the doctorate was presented in two publications, *The Lost Years in Graduate Education* and *Of Time and the Doctorate*.

Faculty and Students. Studies concerning the faculty have covered a wide range of topics and are vitally important, because of the shortage of qualified college teachers and the need for, and possibilities of, improving the quality of college teaching. Representative studies pertaining to college teachers and teaching include reasons why people become college teachers and why they leave the profession for other kinds of work, a review of three variables in choosing college teaching as a profession, stimulating creativity in college teaching, procedures for faculty development in small colleges, recruiting and holding faculty in special fields, such as nursing, and *College Teachers and College Teaching*, an annotated bibliography.

Concerning students, studies have been made of student characteristics, the admission of students to college, student retention and withdrawal, career plans of seniors and graduate students, and factors influencing a choice of initial jobs by doctoral students. The forecasts of college enrollments noted earlier also fall into this research category.

Financing. Financing of higher education has been a subject of major concern to the Board, because it is of prime concern to college and university administrators and to the legislators who are asked for ever-increasing appropriations. The series, *Financing Higher Education*, summarizes data of various kinds, derived from research by SREB staff or from other sources. The titles of the 22 issues in the series are listed in the Appendix.

One problem in educational finance that has been of particular concern in the South is the determination of unit costs, especially at the graduate level. Thus far, no satisfactory formula for this purpose has been devised, but research under SREB auspices has advanced to the point at which definitive techniques appear to be emerging.

SREB's research projects generally are designed to have a direct impact on higher education, either through faculty and administrative channels or through agencies responsible for the character and support of higher institutions. One of the most important ways in which this is achieved is through publication and wide distribution of studies. Another is through conferences and seminars, which have been held on such topics as faculty recruitment, preparing graduate students for college teaching, and administration of federally sponsored research. Significant findings and conclusions are considered by the Board, by advisory committees, and by legislators at the annual Legislative Work Conference.

The role of research in institutional management and in improving the quality of higher education has been the theme of annual SREB workshops on institutional research. College and university staff members who are recent appointees to institutional research positions are invited to participate in these workshops, each of about a week's duration. The purpose is to give those persons a broad perspective on the nature and scope of institutional research programs, their responsibilities and opportunities, research techniques and their application, and the uses that can be made of research findings.

Special Assessments of Southern Problems

Goals for Higher Education

In 1960, SREB appointed a special commission of distinguished Southerners to assess the overall situation of higher education in the region and to recommend goals for the next 10 to 20 years for states and institutions.

The commission's report, *Within Our Reach*, appeared in 1961. It was to have far-reaching impact both on the SREB program and on higher education in the region. Widely hailed for both its tone and content, the commission's report called for a new concept of the term "regional," a concept that would no longer imply mutual aid based on mutual weaknesses, but would signify determination to raise higher education in the South to national standards.

The commission's emphasis on rapid extension of higher educational opportunity through community colleges, on better planning and coordination at the state level, and on improved institutional organization and management was reflected in subsequent studies, plans and developments in various states. This, in turn, considerably spurred SREB efforts to provide assistance through its research, consultation and other services.

Higher Education for Negroes

In 1966, aided by a five-year Carnegie Corporation grant, another regional commission was appointed to study ways of improving higher educational opportunity for Negroes.

After a year of study, SREB published the commission's report, *The Negro and Higher Education in the South*, which asked the Board to lead an intensive 15-state effort to:

- ☐ Improve the South's 104 traditionally Negro colleges because, if strengthened, they will provide a valuable educational resource.
- ☐ Expand post-high school vocational, technical and academic opportunities for Negro students at all types of institutions.

Educational opportunity, the commission concluded, is the key to all other kinds of opportunity, and if the South is to serve all of its citizens equally, it must make full use of all higher educational resources.

Among the more than 40 recommendations made by the commission was one asking the Board to establish a Regional Institute for Higher Educational Opportunity to assist the states and their institutions in coordinating a concerted drive toward equal opportunity. The report was endorsed unanimously by the Board at its annual meeting, and subsequently won wide support at the 1967 Southern Governors' Conference.

In April of 1968, seven months after the institute was first proposed, it was established and undertaking special projects. The commission's 1967 report said that the establishment of the institute would be "a visible, explicit acknowledgment by the South of its responsibilities and opportunities concerning the post-high school educational needs of its Negro population."

The institute's program, to be financed by public and private funds, will include research, publications, information, consultation, conferences, demonstration and pilot projects, administrative services, interinstitutional and interstate activities and such other planning and action as may serve its purpose.

Operating as an integral part of SREB, it will work with various types of post-high school institutions and programs—private and public; governing and coordinating boards; public officials and agencies; business and lay groups; educational organizations and other groups—in conducting its program.

Consultation

Closely related to the research function is the consultation service the Board provides to agencies and institutions in the South. In addition, Board staff are sometimes called on for advice and consultation by representatives of federal agencies and national organizations. Paralleling growth in the Board's total program, an increasing amount of staff time has been devoted to answering requests for advice and services.

For example, SREB consultants have assisted state coordinating boards for higher education, advised on mental health programs, helped state agencies and individual institutions plan for instructional television, and advised on computer installations and services.

Though they may not come within the concept of consultation in the strict sense of the term, some SREB publications have served both as sources of information and as aids in planning by institutions, state boards or other agencies. The guide to institutional self-evaluation, *Improving Graduate Education*, published in 1951, and enrollment projections published from time to time have served valuable planning purposes; so have studies of manpower needs and of institutional resources and services required to meet identified needs.

Institutions have requested consultation in relation to:

- ☐ Assessments of institutional purposes, programs, personnel, facilities, finances and operating efficiency.
- ☐ The establishment and staffing of institutional research offices.
- ☐ The initiation or improvement of programs in such fields as nursing, engineering, architecture and special education.
- ☐ The planning and use of new technological facilities.

Legislative bodies and legislative commissions regularly seek advice from SREB consultants. The issues with which they are confronted range from proposals for the establishment of new institutions or for new projects requiring special appropriations, such as educational television or mental health, to plans for the governance and coordination of all higher institutions within a state. The importance of plans for governance and/or coordination may be inferred from the fact that in recent years the legislatures of nine Southern states have established or reconstituted state boards, councils or commissions responsible for coordination and, to various degrees, the governance of institutions coming under their jurisdiction. In nearly every instance, SREB staff members have been asked to advise on, or review, plans for the establishment or reconstitution of such an agency.

One of the most important consultation functions of SREB pertains to plans and operations of state coordinating agencies. Many and varied are the issues with which a coordinating agency, especially one newly established, must be concerned. The nature and range of these issues are reflected in the situations in which SREB has been asked to give assistance. First of all, a coordinating agency must define the purposes for which it exists. These are frequently stated in the law creating it, but usually in such general terms that they must be translated into specific responsibilities. For example, the policy-making functions must be distinguished from administrative functions that belong to institutional officers, and the scope of the state agency's responsibility must be defined—whether it is comprehensive, including all aspects of higher education, or limited to fiscal policies; whether it is responsible for decisions affecting institutions and programs, or whether it is only advisory to the governor and the legislature; what its responsibility is with reference to institutional budgets and the administration of appropriations. It is on such issues that SREB consultants are asked repeatedly to provide information and advice.

State coordinating agencies also are confronted repeatedly with the problem of the overall organization of a system of higher education. In some states, state colleges operate under state boards of education, frequently under the jurisdiction of the state department of education, while the state university or universities have their own boards. In some states, community junior colleges operate under local boards of education which are responsible to the state department of education; in other states, there is a separate community college board, either independent or under the coordinating agency or under the state department of education. Furthermore, in some states, technical-vocational schools, which are moving more and more into post-high school education, are administered independently of other post-high school educational programs. From these various conditions, there arises a cluster of issues on which coordinating boards and other agencies need and seek advice. SREB consultants do not pretend to have answers to all these problems, but they are able to provide information and counsel that may help coordinating boards to arrive at defensible conclusions.

Another of the major responsibilities of a state coordinating agency is to organize and conduct a statewide study of higher education. Such a study is generally a prerequisite to the development of a coordinated system of higher education. It involves the projection of future higher educational needs, the assessment of present institutional resources available to meet these needs, the determination of the number and kinds of institutions required to fulfill unmet needs, and the formulation of a long-range developmental program. From time to time, special commissions—sometimes under the auspices of the coordinating agency, sometimes under other state auspices—are authorized to make special studies, for example, of nursing education, engineering, technical-vocational education or community junior college education.

Ordinarily, SREB consultants are not free to participate in studies, although on occasion, when conditions justified it, staff members have been given short leaves to engage in certain aspects of statewide studies. Illustrative of such situations are: the drafting of plans for community junior colleges, a special study of the need for a state college in a metropolitan area, consideration of plans for a merger of public and private facilities and resources in a metropolitan area, and a study of the need for associate degree programs in nursing.

A statewide study of higher education should and often does lead directly into the definition of the role of each institution in a state system and of the scope of its program. Here again, SREB consultants have had an important part in helping state boards develop coordinated systems.

A special problem for which a coordinating agency may seek advice from SREB is how administrative officers and faculty members of institutions in a state system may be involved most effectively in cooperative planning.

Consultation with national commissions or governmental agencies generally falls outside the compass of SREB activities. Nevertheless, the very existence of the Board and the nationwide recognition of its services lead to requests for information and advice from federal agencies, national organizations and foundations. At times, SREB may actually take the initiative in advising national agencies on matters affecting Southern regional education. For example, it has made representations to federal agencies concerning the inequitable distribution of research funds, the development of policies governing the gathering and distribution of educational statistics, and the development of policies and programs in research.

It is apparent from this resumé of consultation activities that there is a wide range in the kinds of consultation provided. The question naturally arises, "Who are the consultants?" An analysis of the cumulative file of consultation services requested and provided shows that practically all members of the professional staff are called upon from time to time. Some staff members—for example, in mental health, educational television, nursing and computer science—confine their services to their respective special fields; others, like the director and members of the research staff, cover a wider range of problems. Moreover, there are occasions when no one on the staff may have the competence called for or the time required, in which case arrangements are made for the services of outside specialists. In fact, one SREB service is to help institutions or agencies to identify consultants.

Information Services

Because of its wide-ranging contacts with all types of institutions and programs, at all levels of higher education, SREB is the repository of much information about higher education in the region.

In keeping with its mandate in the bylaws, the Board has undertaken activities to interpret higher education to the general public, as well as to serve the needs of special leadership groups.

For the general public, SREB issues press releases and publishes a quarterly newsletter, an annual report, a series on the financing of higher education, a summary of state legislation affecting higher education, a series of feature-length articles assessing higher education in the South, and a newsletter dealing with innovations in higher education in the region. All these are sent to newspapers, educators, state and federal officials, political leaders and other citizens interested in higher education.

The Board also has produced two films which interpret higher education to the general public: *A Longer Shadow*, describing regional cooperation in higher education, and *Within Our Reach*, interpreting the report of the Commission on Goals. *Perspectives in Education*, a weekly radio feature series focusing on new trends or interesting programs at colleges and universities in the South, is produced by SREB and carried by 150 radio stations in the region.

There are several information programs aimed at special audiences and drawing upon the Board's unique resources. Two newsletters serving special interest groups are *Mental Health Briefs*, for mental health professionals and educators, and *New Lines*, for social welfare professionals and educators.

Changing needs in the region led to the phasing out of several information services when it became apparent they had served their purpose. These included *Educational Television Bulletin*, *Mental Health Forum*, *State Legislation Affecting Mental Health*, *Attendant Training*, *Nursing Education and Research*, an alumni magazine editorial service, and a weekly newspaper column, *Regional Campus*, under the SREB director's by-line.

Two films for special audiences were produced by SREB in 1967: *Teaching the Mentally Retarded — A Positive Approach* and *Take That First Step*, designed to encourage high school and college students to explore career opportunities in special education.

The Board also disseminates information to special audiences through conferences, seminars and institutes. Many studies have provided the themes for meetings of legislators, college and university administrators and faculty members, and other special groups. An example is the Legislative Work Conference, initiated in 1952. About six key legislators from each of the SREB states meet every summer for a two-day series of speeches, panel discussions and forums on current issues in higher education. The conference has been described as the only regional forum for the sharing of ideas among legislators and educators.

Through its publications, the Board makes its resources available to special interest groups throughout the region and the nation. Since its founding in 1948, the Board has issued more than 250 major publications, nine series of periodicals, and hundreds of flyers, brochures and pamphlets. A list of major Board publications of the past 20 years is included in the Appendix.

The Director's Report



Director
Southern Regional Education Board

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In this 20th anniversary year, it would seem vital to assess SREB's mission and programs in terms of their relevance to changing conditions in both society and higher education. Continuing pressure is being exerted on the academic community to help solve a host of social, political and economic problems, as well as scientific and technological ones. It is equally clear that both educators and students are asking that institutions grow and change to become more relevant to the life and times of this waning 20th century. All of this is apparent to the observer of higher education, even as he hears the incessant demands for further growth and better financing of institutions.

A 20-year review of SREB activity, found elsewhere in this publication, makes clear that SREB's mission has been to assist in the orderly development and improvement of higher education and its application to needs of Southern states.

How relevant are our current efforts to fulfill that mission? There is surely no more urgent or relevant matter than that reflected in SREB's newest effort—the Regional Institute for Higher Educational Opportunity.

The institute was created early in April to coordinate a number of projects aimed at helping states and institutions to provide equal higher educational opportunities for Negroes. An integral part of SREB, the institute begins with financial support from the Carnegie Corporation and the states.

Its work is aimed at increasing post-high school educational programs which meet the needs of Negroes in all kinds of institutions: vocational-technical schools, community junior colleges, colleges, universities—public and private, predominantly white and traditionally Negro. As a major part of its effort, the institute will strive to strengthen the traditionally Negro colleges, which SREB considers a prime resource because of their history of service, their experience with disadvantaged students, their wealth of Negro culture, and their acceptance among Negroes as proud monuments to achievement amidst adversity.

More specifically, the institute will conduct research, issue publications and information, provide consultation, conduct conferences and pilot projects. It will provide administrative services, encourage interinstitutional and interstate activities, and undertake such other planning and action as may serve its purpose.

One project now under way, financed by a Ford Foundation grant, is designed to accelerate curriculum change in the traditionally Negro colleges in the light of new vocational opportunities which are open to Negro college graduates. This project will produce a publication for use by the institutions in their faculty workshops this fall, and the institute staff will provide follow-up services during the coming academic year.

A second project, supported by a grant from the William H. Donner Foundation, is a study of cooperative programs between Southern institutions, including predominantly Negro ones. It aims at identifying factors which make interinstitutional cooperation unusually effective in increasing higher educational opportunity for Negroes.

Early attention is being given to the question of how community junior colleges can play an expanded role in service to Negro students. Funding is being sought for from four to six pilot projects in the coming year, in which junior colleges and state and community leaders will devise new means of relating these institutions to needs of Negro students. There is much that can and should be done to assist states and communities in this area.

Other programs are under consideration by the Institute Policy Commission, a distinguished group of Southerners appointed by Gov. Robert E. McNair, as Board chairman, to advise the institute staff. Still other activities are in various stages of development by the institute staff. So, nine months after its creation was proposed by SREB's Commission on Higher Educational Opportunity in the South, the institute is, as the commission said it would be, "a visible, explicit acknowledgment by the South of its responsibilities and opportunities concerning the post-high school education needs of its Negro population."

During the current year, SREB has also cooperated with the Josiah Macy Foundation in planning aimed at meeting the urgent need to prepare and recruit students at predominantly Negro colleges for medical education.

Other Highlights of the Year

The following program notes for 1967-68 give current details on a number of programs the origin and development of which are considered in "Twenty Years of Regional Action" elsewhere in this publication.

Research, Consultation, Information. Current SREB studies deal with significant aspects of planning and managing the higher education enterprise. A manual is being prepared by University of Kentucky staff members, detailing the procedures that institution is following in its current comprehensive cost analysis. The manual is designed to guide future joint cost analyses at Southern universities, and it is part of a long-range project on the measurement of graduate education costs. Lanier Cox of the University of Texas is analyzing data on the impact of federal programs on statewide planning and coordination of higher education. His report, based on a nationwide survey and visits to appropriate agencies and institutions in 11 states, will be published early in the next fiscal year.

Collection and preliminary analysis of data on the state colleges of the South have been completed with the assistance of Bryon S. Hollinshead. This report will highlight the problems and prospects of these institutions, which now have the largest enrollment of any group of institutions, public or private, in the region.

Two previous SREB studies are being updated. One focuses on under-utilized state revenue potentials in the South. The investigator is Kenneth Quindry, and his report will be published in early winter. The other updating is a revision of the *Fact Book on Higher Education in the South*, and it will be ready for publication this summer. A revision of A. J. Brumbaugh's *Research Designed for the Improvement of Institutions of Higher Learning* is under way, with the collaboration of James L. Miller, Jr., of the University of Michigan.

Requests for staff consultation with state agencies and institutions continue to be frequent and wide-ranging. The Board has responded this year to requests for assistance in specifying methods for dealing with the higher educational needs of a particular metropolitan area, planning of physical facilities for a given type of institution, developing an administrative structure for a state system of higher education, and planning a statewide study of higher education. The Board has called upon its own staff and outside specialists as necessary to meet these requests.

In January, SREB conducted a workshop on institutional research at Louisiana State University. This two-week course in basic techniques for conducting research on students, faculty, fiscal affairs and curriculum was a joint undertaking with the Association for Institutional Research under a grant from the U. S. Office of Education.

Last November, with funds from USOE, the Board conducted a seminar on curriculum improvement at "developing institutions." Staff and student representatives from such institutions, many

of them predominantly Negro, met with consultants in Atlanta to discuss ways of vitalizing their academic offerings. Follow-up activities will continue throughout this calendar year.

This spring, SREB and the American Council on Education jointly conducted a seminar on the problems of new department heads at major universities. Held at the University of Oklahoma, the meeting was attended by about 30 representatives of 10 Southern universities. The techniques discussed for dealing with problems in the administration of academic departments were those developed by the American Council on Education in a project extending over several years and patterned after the Harvard School of Business case approach.

In citing the relevance of Board functions, perhaps the example most quoted by observers is the Board's role as a forum for interchange between governors, legislators, educators and the public at large. The 16th Legislative Work Conference was held in White Sulphur Springs, West Virginia, last August, with 76 state delegates and 34 other participants on hand. The topic was "The Organization of Higher Education." The 17th conference will convene in Austin, Texas, July 11-12 and focus on "The College Campus in 1968," devoting special attention to today's students.

During the current year, a new monthly newsletter, published September through May, was introduced. Called *Regional Spotlight*, it focuses on innovations in the curricula and administration of junior colleges, colleges and universities throughout the region. Its prime audience is the academic community—presidents, deans, public information officers—but it also is circulated to newspapers and educational agencies and organizations. Its reception has been enthusiastic, and requests for it have been many.

News releases, a weekly radio series, special feature articles prepared for the major daily newspapers, plus a variety of newsletters and other publications provide the Board with many channels of communication with the public, and those channels remain busy.

Cooperative Programs. Two unique SREB programs are models of relevance in more closely relating the resources of universities to needs beyond the campus. One is the project in continuing education for journalists. The Ford Foundation-financed program brings working newsmen to Southern campuses, either for extended study on individual fellowships or for intensive examination of current problems in a seminar setting. Newsmen, of course, are intimately concerned with the events of our time. Placing them in touch with scholars who probe deeply for the meaning of events and trends is beneficial to both; it enhances the background and perspective of newsmen, and it provides the scholars a direct connection with daily developments. Aside from this feature, the seminars touch directly on many of the pressing issues of the day. This year, for example, seminars have focused on modern ethical issues, the administration of justice, nuclear science, the visual arts, crime and corrections, man's environment, the 1968 presidential election, Southern Asia, and problems of the mass media, Appalachia and the cities.

During this year, some 275 journalists will have attended 11 seminars, held at the Universities of North Carolina, Oklahoma, Texas and Virginia and at Duke, Vanderbilt and West Virginia Universities, and at Oak Ridge Associated Universities. Thirteen newsmen were granted Mark Ethridge Fellowships for study at Duke, Emory, North Carolina, Texas, Vanderbilt and Virginia.

The Resource Development Project, in its first summer at SREB, placed 96 student interns with 78 local, state and regional agencies in 12 states. Each intern was assigned a project concerned with economic or social development. The projects included identifying industrial sites, surveying manpower needs and resources, analyzing recreation potential, projecting commerce demands and buying habits, exploring legal problems of migrants, and studying health and sanitation needs.

The interns were upperclassmen and graduate students recruited from Southern universities and colleges. Their projects lasted for 12 weeks and were financed by grants from five federal agencies—the Economic Development Administration, the Office of Economic Opportunity, the Tennessee Valley Authority, the Department of Labor and the Appalachian Regional Commission.

Each intern received an educational allowance, plus modest travel and expense funds. He was guided by a university faculty member and had access to a technical representative for specialized information and assistance. And he worked daily with officials of the agency to which he was assigned. Upon completion of his project, the intern submitted a report which was reproduced and circulated by SREB.

It is anticipated that, in the summer ahead, the number of resource development internships will increase substantially, and projects will be extended into all 15 of the SREB states.

The Agricultural Sciences Project, funded by a grant from the W. K. Kellogg Foundation early in 1967, began to take shape last summer when Dr. O. C. Aderhold retired from the presidency of the University of Georgia and agreed to direct the project. Through his efforts, committees of institutional representatives are now at work to strengthen the relationship between the predominantly Negro and other land-grant institutions; to assist in upgrading the training of agriculture faculties; to promote research in the agricultural sciences; and to encourage improvement in the organization, administration and programs of the South's colleges of agriculture.

In the Computer Science Project, a statistical survey of the costs of computers at colleges and universities was conducted under a contract with the National Science Foundation and the results were published in a volume entitled *Computers in Higher Education*. A broader study, also being conducted under a contract with NSF, has been extended until fall. It is an inventory of computers, their use, and computer science instructional programs at universities and colleges throughout the nation. Three-year grants from the Esso Education Foundation and the International Business Machines Corporation will support the newly appointed Council on Computer Centers and Computer Science Education and Research, which will promote better use of computer facilities at Southern universities and colleges.

The Nursing Education Project publication, *Nursing in the South*, has gained considerable attention, documenting the region's shortage of nurses and comparing the estimated future supply with current national goals. Programs designed to improve the competence of nursing faculties were, or are being, sponsored or co-sponsored in the areas of cancer nursing, medical-surgical nursing at the master's degree level, and associate degree training.

Three institutions—the Medical College of Virginia, the University of South Carolina and Louisiana State University—joined SREB's Committee on Statistics this year, raising to 26 the number of member institutions and organizations. The committee's annual Graduate Summer Session in Statistics was offered at Emory University last year, and the 1968 session will be at Texas A&M University.

An Advisory Council on Instructional Media, with one representative from each of the Board's member states, was appointed to advise on development of SREB's project in the cooperative production of instructional television materials for use in college classrooms. Several states have appropriated funds for a regional production program, and others are considering the matter. In the meantime, SREB staff members continued to assist planning groups in various disciplines in their efforts to provide ITV materials. The Public Health Service granted funds to the Texas Woman's University College of Nursing for a videotape series entitled "Public Health Science for Baccalaureate Programs in Nursing." SREB and nine universities are cooperating in planning the series.

Under the student exchange program, in 1967-68, SREB arranged for about 1,400 student spaces in 22 institutions for training in medicine, dentistry, veterinary medicine, social work, public health and special education. Additionally, student aid contracts were entered into by some states so their residents could study architecture, forestry, occupational therapy, library science and optometry in other states without paying out-of-state tuition. Approximately \$1.8 million went from states to regional institutions in these contract programs. (See Appendix.)

Mental Health Training and Research. In the area of mental health training and research, SREB has initiated several new projects during the current year and continued several others.

With a grant from the National Institute of Mental Health, the Board has started a program of assistance to community junior colleges which are interested in developing training curricula for middle-level mental health workers—that is, persons prepared to perform work which does not require professional attention but does require considerable training and skill. A project director has been appointed, and he will also work with mental health agencies to develop job descriptions for such personnel, and to insure that, once trained, they will be used properly. In a related activity, the Board and the American Association of Junior Colleges co-sponsored a regional conference on establishing health technology programs in junior colleges.

Another NIMH grant supports a new three-year in-service training program for 35 psychiatric nursing instructors in diploma schools of nursing throughout the region. During the three years, there will be four 10-day training sessions at selected facilities. These sessions are designed to increase the knowledge of the participants and to keep them abreast of the latest developments in their field. On-the-job observation and consultation will round out the project activities.

The Board's psychiatric nursing consultant published a study of four special technical training programs and provided assistance to training workshops in psychiatric nursing for practical nursing instructors in Kentucky, Tennessee and West Virginia.

A project in improving mental health field studies, in its fourth year under a five-year grant from NIMH, conducted three major conferences this year. One, attended by sociologists, psychologists and psychiatrists, focused on research problems relating to urban change. Another brought together psychologists, psychiatrists, epidemiologists and sociologists doing field research in alcoholism. The third examined the need for research in social change related to the urban crisis.

In its fifth and final year of NIMH support, the Mental Health Statistics Project devoted its annual conference to systems analysis approaches to data systems. A summer workshop on the problems of designing a mental health data system for program evaluation was planned. The Research Committee of the Statisticians is doing a special study of the chronic patient populations in the state hospitals of 11 Southern states.

New emphasis was placed on the Board's interest in the problems of the mentally retarded by changing the name of the Commission on Mental Illness to the Commission on Mental Illness and Retardation, and by adding to the staff a full-time specialist in the field of retardation.

The Department of Health, Education and Welfare is supporting a social welfare manpower project to help colleges establish and strengthen undergraduate training programs for social welfare workers. It will also assist welfare agencies in recruiting and properly using persons who complete such training. The project has implications for vocational counseling, probation and parole and, in fact, any fields which hire bachelor's degree-holders for counseling and casework.

The Board also received an NIMH grant for regional planning to speed faculty development for social work education.

Looking Ahead

Hopefully, these notes show that the current SREB effort is relevant to institutional and societal needs, to curricular development, to the broad public interest. This effort, of course, is defined and guided by many representatives of government and higher education working together in SREB. So it is not surprising that the Board's activities reflect the interests of campus and capitol.

It has been observed that SREB is known and well-regarded among governors, legislators, state higher education board officials, presidents of major universities, and faculty who are involved directly in SREB projects and programs, especially in graduate and professional fields. On the other hand, there are doubtless many public officials, administrators and faculty members in smaller colleges, in private institutions, and in some disciplines who are not actively involved in Board programs but could render valuable assistance.

More effort could well be given to securing their involvement, as SREB's concern must be with the whole of higher education in all the member states. The interdependence of all levels and types of higher education is greater today than ever before, and it is increasing. Therefore, the issues and problems which face institutions must be the concern of all leaders, friends and supporters of higher education.

Those of us who are convinced of the value of joint study, planning and action must look together at the hard questions which are still with us. Among these are:

- ☐ The role of private higher education, and adequate financial support for it.
- ☐ The fair and effective coordination of expanding public higher education.
- ☐ The equalization of higher educational opportunity for all.
- ☐ The improvement of instruction at all levels.
- ☐ The fuller use of institutions of higher learning in meeting public needs.
- ☐ The continuing elevation of standards in Southern higher education.
- ☐ The changing relationships between campus administrators, faculty and students.

In such issues as these lie the agenda for any agency dedicated to the enhancement of higher education in a period sure to be marked by revolutionary growth and change.

Appendix

Members of the Board

(as of June 1, 1968)

Robert E. McNair, *Chairman*

William Friday, *Vice Chairman*

Mitchel Denham, *Secretary-Treasurer*

| | Term Expires | | Term Expires |
|--|-----------------|--|-----------------|
| Alabama | | Kentucky | |
| Albert Brewer, <i>Governor</i> | 1971 | Louie B. Nunn, <i>Governor</i> | 1971 |
| O. J. Goodwyn, <i>State Senator</i> | 1971 | †*Mitchel B. Denham, <i>State Representative</i> | 1971 |
| Edwin L. Minges, <i>Tuscaloosa</i> | 1968 | Adron Doran, <i>President</i> | 1970 |
| *Harry M. Philpott, <i>President</i> | 1970 | Morehead State University | |
| †Frank A. Rose, <i>President</i> | 1969 | †Robert R. Martin, <i>President</i> | 1968 |
| University of Alabama | | Eastern Kentucky University | |
| Arkansas | | Louisiana | |
| Winthrop Rockefeller, <i>Governor</i> | 1969 | John J. McKeithen, <i>Governor</i> | 1972 |
| Mary McLeod, <i>Morrilton</i> | 1970 | Barbara W. Brasher, <i>Baton Rouge</i> | 1970 |
| David W. Mullins, <i>President</i> | 1968 | Donald L. Fortier, <i>State Representative</i> | 1971 |
| University of Arkansas | | †John A. Hunter, <i>President</i> | 1968 |
| Silas D. Snow, <i>President</i> | 1971 | Louisiana State University | |
| State College of Arkansas | | Ralph W. E. Jones, <i>President</i> | 1969 |
| †Clifton Wade, <i>State Senator</i> | 1969 | Grambling College | |
| Florida | | Maryland | |
| Claude R. Kirk, Jr., <i>Governor</i> | 1971 | Spiro T. Agnew, <i>Governor</i> | 1971 |
| Doak S. Campbell, <i>President Emeritus</i> | 1969 | †Wilson H. Elkins, <i>President</i> | 1968 |
| Florida State University | | University of Maryland | |
| †George W. Gore, Jr., <i>President</i> | 1971 | Lowell S. Ensor, <i>President</i> | 1971 |
| Florida A&M University | | Western Maryland College | |
| Charles E. Perry, <i>Special Assistant to</i> | 1968 | Edmund C. Mester, <i>Executive Director</i> | 1969 |
| <i>the Governor for Educational Affairs</i> | | Board of Trustees of the State Colleges | |
| Ralph D. Turlington, <i>State Representative</i> | 1970 | Mary L. Nock, <i>State Senator</i> | 1970 |
| Georgia | | Mississippi | |
| Lester G. Maddox, <i>Governor</i> | 1971 | John Bell Williams, <i>Governor</i> | 1972 |
| Fred C. Davison, <i>President</i> | 1971 | George P. Cossar, <i>State Representative</i> | 1968 |
| University of Georgia | | †William L. Giles, <i>President</i> | 1970 |
| Chappelle Matthews, <i>State Representative</i> | 1968 | Mississippi State University | |
| †Lamar R. Plunkett, <i>State Senator</i> | 1970 | William D. McCain, <i>President</i> | 1971 |
| George L. Simpson, Jr., <i>Chancellor</i> | 1969 | University of Southern Mississippi | |
| University System of Georgia | | J. D. Williams, <i>Chancellor Emeritus</i> | 1969 |
| | | University of Mississippi | |

| | Term Expires |
|--|-----------------|
| North Carolina | |
| Dan K. Moore, <i>Governor</i> | 1969 |
| Charles F. Carroll, <i>State Superintendent of Public Instruction</i> | 1969 |
| †*William Friday, <i>President</i> University of North Carolina | 1971 |
| †Watts Hill, Jr., <i>Chairman</i> North Carolina State Board of Higher Education | 1968 |
| Hector MacLean, <i>State Senator</i> | 1970 |
| Oklahoma | |
| Dewey F. Bartlett, <i>Governor</i> | 1971 |
| Verne C. Kennedy, Jr., <i>Executive Director</i> Research Institute University of Oklahoma | 1970 |
| †J. Thomas Taggart, <i>State Representative</i> | 1971 |
| Oliver S. Willham, <i>President Emeritus</i> Oklahoma State University | 1968 |
| Leland Wolf, <i>State Representative</i> | 1969 |
| South Carolina | |
| †*Robert E. McNair, <i>Governor</i> | 1971 |
| †Harold D. Breazeale, <i>State Representative</i> | 1968 |
| Robert C. Edwards, <i>President</i> Clemson University | 1971 |
| Neill W. Macaulay, <i>Columbia</i> | 1969 |
| Robert L. Sumwalt, <i>President Emeritus</i> University of South Carolina | 1970 |
| Tennessee | |
| Buford Ellington, <i>Governor</i> | 1971 |
| Quill E. Cope, <i>President</i> Middle Tennessee State University | 1971 |
| †David Givens, <i>State Representative</i> | 1970 |
| Andrew D. Holt, <i>President</i> University of Tennessee | 1969 |
| James S. Wilder, <i>President</i> Lambuth College | 1968 |

| | Term Expires |
|---|-----------------|
| Texas | |
| John Connally, <i>Governor</i> | 1969 |
| *H. H. Dewar, <i>San Antonio</i> | 1970 |
| †John A. Guinn, <i>President</i> Texas Woman's University | 1971 |
| Vernon McDaniel, <i>Dallas</i> | 1969 |
| William T. Moore, <i>State Senator</i> | 1968 |
| Virginia | |
| †*Mills E. Godwin, Jr., <i>Governor</i> | 1970 |
| Lloyd C. Bird, <i>State Senator</i> | 1970 |
| Frederick T. Gray, <i>State Delegate</i> | 1969 |
| Edgar F. Shannon, Jr., <i>President</i> University of Virginia | 1971 |
| Prince B. Woodard, <i>Director</i> State Council of Higher Education for Virginia | 1968 |
| West Virginia | |
| †Hulett C. Smith, <i>Governor</i> | 1969 |
| James G. Harlow, <i>President</i> West Virginia University | 1969 |
| Walter A. Holden, <i>State Senator</i> | 1971 |
| Rex M. Smith, <i>State Superintendent of Schools</i> | 1968 |
| A. Hale Watkins, <i>Charleston</i> | 1970 |

†Executive Committee member—The Executive Committee has full power to act between Board meetings. It is composed of one Board member from each state and two from the region at large. Members are appointed by the chairman of the Board with the concurrence of the governor of the state in which each member resides.

*Finance Committee member—The Finance Committee makes financial policy decisions for the SREB, subject to the Executive Committee's approval. It consists of five members appointed by the chairman of the Board, and usually includes one or more governors.

Board Committees

Commission on Mental Illness and Retardation

The Commission on Mental Illness and Retardation advises on the Board's programs of mental health training and research. The governor of each SREB state appoints one representative to the commission and the SREB director appoints seven members to assure representation of the appropriate disciplines.

Members

Eugene A. Hargrove, *Commissioner*, North Carolina
Department of Mental Health, *Chairman*

William P. Addison, *Commissioner of Mental Health*,
Louisiana Department of Hospitals

Louis D. Cohen, *Professor and Chairman*,
Department of Clinical Psychology, College of
Health Related Professions,
University of Florida

Hiram W. Davis, *Commissioner*, Virginia
Department of Mental Hygiene and Hospitals

Addison Duval, *Director*, Division of Mental
Health, Georgia State Department of Health

Dale Farabee, *Commissioner*, Kentucky
Department of Mental Health

Albert J. Glass, *Director*, Oklahoma
Department of Mental Health

Karl C. Harrison, *Attorney at Law*,
Columbiana, Alabama

Seth Hudspeth, *Executive Secretary*, Mississippi
Board of Trustees of Mental Institutions

George Jackson, *Superintendent*,
Arkansas State Hospital

Boisfeuillet Jones, *President*,
Emily and Ernest Woodruff Foundation

John Kinross-Wright, *Commissioner*,
Texas Department of Mental Health and
Mental Retardation

Lucile P. Leone, Galveston

William J. McGlothlin, *Vice President*,
University of Louisville

Paul W. Manns, *State Senator*,
Bowling Green, Virginia

Mildred Mitchell-Bateman, *Director*, West
Virginia Department of Mental Health

Earle E. Morris, Jr., *State Senator*,
Pickens, South Carolina

Bernhard Scher, *Dean*, School of Social Welfare,
Florida State University

Harvey Smith, *Director*, Social Research Section,
Division of Health Affairs,
University of North Carolina

Isadore Tuerk, *Commissioner*,
Maryland Department of Mental Hygiene

Robert L. Williams, *Chairman*, Department of
Psychiatry, University of Florida

Nat Winston, *Commissioner*,
Tennessee Department of Mental Health

Policy Commission for the Institute for Higher Educational Opportunity in the South

Brunswick A. Bagdon, *Director, Bureau of Labor Statistics,*
U. S. Department of Labor, Region VI

H. H. Dewar, San Antonio

Buford Ellington, *Governor of Tennessee*

T. R. May, *President, Lockheed-Georgia*

Samuel M. Nabrit, *Executive Director, Southern Fellowships Fund*

Benjamin F. Payton, *President, Benedict College*

Mrs. Winthrop Rockefeller, Little Rock

Asa T. Spaulding, *former President, North Carolina Mutual*
Life Insurance Company

Edward A. Wayne, *former President, Federal Reserve Bank of Richmond*

Ex Officio from SREB

Robert E. McNair, *Governor of South Carolina*
(*Chairman, SREB*)

William Friday, *President, University of North Carolina*
(*Vice Chairman, SREB*)

Mitchel B. Denham, *State Representative, Kentucky*
(*Secretary-Treasurer, SREB*)

Educational Plans and Policies Advisory Committee

The Educational Plans and Policies Advisory Committee is an *ad hoc* committee of the Board created in 1957 to advise the director on matters pertaining to educational plans and policies of the Board.

This committee includes 12 persons, not necessarily Board members, from both public and private education. Among its members are three persons selected from nominees of the Southern University Conference and the Commission on Colleges of the Southern Association of Colleges and Schools.

The membership also includes two legislators nominated by the Legislative Advisory Council. Appointments are made by the chairman of SREB.

Two appointments are pending.

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Members

William Friday, *President*, University of North Carolina, *Chairman*

Gordon W. Blackwell, *President*, Furman University

A. W. Dent, *President*, Dillard University

Robert C. Edwards, *President*, Clemson University

Emmett B. Fields, *Dean*, College of Arts and Sciences, Vanderbilt University

Chappelle Matthews, *State Representative*, Georgia

Edgar F. Shannon, Jr., *President*, University of Virginia

Herman E. Spivey, *Academic Vice President*, University of Tennessee

Willis M. Tate, *President*, Southern Methodist University

J. K. Williams, *Commissioner*, Coordinating Board,
Texas College and University System

Legislative Advisory Council

The Legislative Advisory Council was created by the Board in 1955 to advise the Board on legislative matters pertaining to Southern regional education and serve as a permanent steering committee for the annual Legislative Work Conference, at which educators and legislators meet to discuss problems of mutual interest. The council consists of one state representative and one state senator named by the governor of each state. The legislators on the Board are automatically members of the council.

Members

Kenneth Auvil, *State Delegate*
Belington, West Virginia

J. Glenn Beall, Jr., *State Delegate*
Frostburg, Maryland

Lloyd C. Bird, *State Senator*
Richmond, Virginia

Ellis B. Bodron, *State Senator*
Vicksburg, Mississippi

Harold D. Breazeale, *State Representative*
Pickens, South Carolina

Don Cavness, *State Representative*
Austin, Texas

Drexel Cook, *State Representative*
Elba, Alabama

George P. Cossar, *State Representative*
Charleston, Mississippi

Mitchel Denham, *State Representative*
Maysville, Kentucky

M. Watkins Ewell, Jr., *State Senator*
Dyersburg, Tennessee

Donald L. Fortier, *State Representative*
New Orleans, Louisiana

Sylvan Friedman, *State Senator*
Natchez, Louisiana

David Givens, *State Representative*
Somerville, Tennessee

O. J. Goodwyn, *State Senator*
Montgomery, Alabama

Frederick T. Gray, *State Delegate*
Richmond, Virginia

Walter A. Holden, *State Senator*
Clarksburg, West Virginia

Gether Irick, *State Representative*
Stone, Kentucky

Clarence E. Leatherman, *State Representative*
Lincolnton, North Carolina

Hector MacLean, *State Senator*
Lumberton, North Carolina

Paul W. Manns, *State Senator*
Bowling Green, Virginia

Chappelle Matthews, *State Representative*
Athens, Georgia

William T. Moore, *State Senator*
Bryan, Texas

J. P. Mozingo, III, *State Senator*
Darlington, South Carolina

Mary L. Nock, *State Senator*
Salisbury, Maryland

Lamar R. Plunkett, *State Senator*
Bowdon, Georgia

Ronald H. Reed, Jr., *State Representative*
Boca Raton, Florida

J. Thomas Taggart, *State Representative*
Oklahoma City, Oklahoma

Ralph D. Turlington, *State Representative*
Gainesville, Florida

Clifton Wade, *State Senator*
Fayetteville, Arkansas

Leland Wolf, *State Representative*
Noble, Oklahoma

Summary of Grants to SREB, 1948-68

(not including grants for regional programs made directly to institutions)

| | <i>Source</i> | | | <i>Total</i> |
|-----------------------|--------------------|-------------------------|------------------|--------------------|
| | <i>Foundations</i> | <i>Federal Agencies</i> | <i>Other</i> | |
| 1948-49 | \$ 30,000 | | | \$ 30,000 |
| 1949-50 | 7,500 | \$ 3,250 | | 10,750 |
| 1950-51 | 7,500 | | | 7,500 |
| 1951-52 | 50,000 | | \$ 3,500 | 53,500 |
| 1952-53 | 60,000 | 5,346 | 10,000 | 75,346 |
| 1953-54 | 33,300 | 51,300 | 22,500 | 107,100 |
| 1954-55 | | 49,600 | 18,850 | 68,450 |
| 1955-56 | 24,450 | 24,000 | 22,167 | 70,617 |
| 1956-57 | 137,400 | 3,000 | 16,167 | 156,567 |
| 1957-58 | 118,200 | 37,925 | 21,525 | 177,650 |
| 1958-59 | 150,838 | 50,515 | 18,411 | 219,764 |
| 1959-60 | 180,000 | 49,870 | 5,000 | 234,870 |
| 1960-61 | 149,250 | 72,333 | | 221,583 |
| 1961-62 | 37,165 | 124,747 | 3,850 | 165,762 |
| 1962-63 | 34,700 | 156,235 | 5,000 | 195,935 |
| 1963-64 | 32,230 | 225,244 | 20,000 | 277,474 |
| 1964-65 | 144,765 | 288,361 | | 433,126 |
| 1965-66 | 202,300 | 453,787 | | 656,087 |
| 1966-67 | 450,540 | 513,291 | | 963,831 |
| 1967-68 | 514,055 | 697,795 | 15,000 | 1,226,850 |
| Future Commitments | 539,340 | 767,699 | 30,000 | 1,337,039 |
| | <u>\$2,903,533</u> | <u>\$3,574,298</u> | <u>\$211,970</u> | <u>\$6,689,801</u> |

The following foundations have made grants to SREB:

Babcock (Mary Reynolds) Foundation
Carnegie Corporation
Carnegie Endowment for International Peace
Carnegie Foundation for the Advancement of Teaching
Commonwealth Fund
Donner (William H.) Foundation
Ford Foundation
Fund for Adult Education
General Education Board
Hazen (Edward W.) Foundation
Kellogg (W. K.) Foundation
Kennedy (Joseph P., Jr.) Foundation

Grants have also been made to SREB by:

American Council on Education
Coca-Cola Company
Easter Seal Research Foundation
Esso Education Foundation
International Business Machines Corporation
National Association for the Aid of Crippled Children
National Association for Retarded Children
Resources for the Future
Southern Bell Telephone and Telegraph Company
Sperry & Hutchinson Company
United Cerebral Palsy Foundation
United States Steel Foundation

The following federal agencies have made grants to SREB:

Appalachian Regional Commission
Department of Commerce
Department of Justice
Department of Labor
National Endowment for the Humanities
National Institutes of Health
National Science Foundation
Office of Economic Opportunity
Office of Education
Social and Rehabilitation Service
Tennessee Valley Authority
Vocational Rehabilitation Service
Welfare Administration

A Selected List of SREB Publications, 1948-68

About SREB

Annual Reports and Fact Books, 1953-1968
Bylaws, as amended, 1949 and 1958
*National Conference on Regional Education, 1959**
Southern Regional Education Board: Ten Years of Regional Cooperation in Higher Education, by George Hilton-Jones and Redding S. Sugg, 1960
Southern Regional Education Compact, 1948
SREB: A Current Appraisal, by Redding S. Sugg, 1963

Architecture and City Planning

*Architects for the South, 1955**
*Architectural Manpower Supply and Demand in the South, 1961**
*City Planning in the South: Findings and Recommendations of the Southern Regional Conference on City Planning, 1954**

Computers and Computer Science

Computers in Higher Education, 1967
*Cooperative Planning for Computers and Computer Science Programs in Higher Education, by J. W. Hamblen and W. F. Atchison, 1966**
Guidelines for Planning Computer Centers in Universities and Colleges, 1963

Curriculum and Degrees

Academic Degrees Awarded in Southern States, 1963-64, 1965
Curriculum in Social Work Education, 1961
*Education for Forestry in the South, 1954, revised 1957**
*Final Report of the Southern Regional Conference on Education Beyond the High School, 1957**
Master of Arts in Teaching: Programs in the South, 1964, revised 1965
The Emerging City and Higher Adult Education, 1963
*The Humanities in Colleges and Universities of the South, 1961**
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Dentistry, Medicine and Veterinary Medicine

*Dental Manpower Needs in the South, 1957**
*Toward a Regional Program in Medical Education, by William J. McGlothlin, 1952**
*Toward a Regional Program of Public Health Training in the South, 1952**
*Veterinary Education in the South, 1954**

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A Regional Approach to ETV Programming: A Conference Report, 1963
TV and Higher Education, Ten Examples in the South, 1966

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*Barriers to Better Graduate Education, 1954**
*Doctoral Preparation Programs for College Staff Members, by Galen N. Drewry, 1959**
*Doctoral Programs Offered by Southern Universities, 1955**
*Graduate Education in Agriculture and Its Related Sciences in the South, by Philip Vincent Cardon, 1957**
*Improving Graduate Education: A Guide to Institutional Self-Evaluation, 1951**
*Regional Programs in Professional and Graduate Education, Principles and Procedures, 1952**
The Lost Years in Graduate Education, 1963

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- No. 1 *Southern States: New Revenue Potentials*, by James W. Martin and Kenneth E. Quindry, 1960*
- No. 2 *The Career Decisions of College Teachers*, by John W. Gustad, 1960*
- No. 3 *Strengthening and Improving Library Resources for Southern Higher Education*, by Robert B. Downs, 1962*
- No. 4 *Revenue Potentials in Southern States*, by Kenneth E. Quindry, 1962*
- No. 5 *Faculty Development Procedures in Small Colleges*, by W. Starr Miller and Kenneth M. Wilson, 1963*
- No. 6 *On Becoming a College Teacher: A Review of Three Variables*, by N. Z. Medalia, 1963*
- No. 7 *The Year-Round Calendar in Operation*, by W. Hugh Stickler and Milton W. Carothers, 1963*
- No. 8 *Characteristics of Women's College Students*, by Frederick B. Rowe, 1964
- No. 9 *Of Time and the Doctorate: Report of an Inquiry into the Duration of Doctoral Study*, by Kenneth M. Wilson, 1965
- No. 10 *Recruitment to Graduate Study*, by Charles M. Grigg, 1965
- No. 11 *The Collegiate Curriculum: An Approach to Analysis*, by Lewis B. Mayhew, 1966
- No. 12 *Establishing New Senior Colleges*, by A. J. Brumbaugh, 1966
- No. 13 *Innovation in Collegiate Instruction: Strategies for Change*, by Lewis B. Mayhew, 1968

Institutional Research

- Conference on Research in Small Colleges (proceedings)*, 1962*
- Institutional Research on College Students*, 1962*
- Institutional Self-Study and Periodic Visitation Programs*, 1959*
- Research Designed to Improve Institutions of Higher Learning*, by A. J. Brumbaugh, 1960
- Research Related to College Admissions*, 1963*
- The University Center: Policies and Practices Relating to Organizational Units Located Away from the Parent Institution*, by John Burrows, 1962*

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- College Teachers and College Teaching*, by Walter Crosby Eells, 1957*;
First Supplement, by Eells, 1959*; *Second Supplement*, by Eells, 1962;
Third Supplement, by W. Hugh Stickler and Maurice Litton, 1967
- Creativity in the Classroom Context, Conference on Teaching*, 1964*
- Faculty Work Load: Report*, 1960*
- Preparing College Teachers*, by A. D. Albright, 1959*

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- Guidelines for the Establishment of Community Junior Colleges*, by A. J. Brumbaugh, 1963*
- State Junior Colleges: How Can They Function Efficiently?* by B. Lamar Johnson, 1965

Mental Health

- Attendant Training in Southern Residential Facilities for the Mentally Retarded*, by Gerard J. Bensberg and Charles D. Barnett, 1966*
- Commitment to Health*, 1963
- Community College in Mental Health Training*, 1966
- Consultation: A Community Mental Health Method*, by Louis D. Cohen, 1964
- Manpower for Correctional Rehabilitation in the South*, 1967
- Mental Health and Psychiatric Nursing in Practical Nurse Education*, by Annie Laurie Crawford, 1967*
- Nursing Personnel for Mental Health Programs*, 1958*
- Psychiatrists for Mental Health Programs*, 1956*
- Psychologists for Schools*, 1959*
- Recreation for the Mentally Retarded*, 1964
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- The Mentally Retarded in Psychiatric Hospitals*, 1966
- Toward a Regional Program of Psychological Research and Training in the South*, 1953*
- Toward More Comprehensive Mental Health Data*, 1967
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- Advanced Nursing Education*, by Genevieve K. Bixler, 1952*
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Statewide Planning for Nursing Education, by Lucile Petry Leone, 1967

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- Career Plans of College Seniors*, 1959*
Changing State, Regional and Federal Roles in Higher Education, 1965
Future School and College Enrollments in the Southern Region, by John K. Folger, 1954
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Statewide Planning and Coordination of Higher Education, by A. J. Brumbaugh, 1963
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- Proceedings of the Seminars on Physical Education and Recreation for the
Mentally Retarded*, 1967
Reciprocal Certification for Teachers of the South's Exceptional Children, 1960
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The South's Handicapped Children, 1964-65, by Stanley E. Fudell, 1967

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- The Future South and Higher Education*, 1968
The Negro and Higher Education in the South, 1967
Within Our Reach (report of the Commission on Goals for Higher Education in the South), 1961

Miscellaneous

- Administration of Federally Sponsored University Research*, 1963
Federal Research Projects and the Southern University, by Fred R. Cagle, 1962
Manpower for Development 1967, 1968
Southeastern Supplement to the Union List of Serials, 1959*
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Proceedings, Legislative Work Conferences

- 1952: *Graduate and Professional Education*
1953: *Quality*
1954: *Increasing Enrollments, ETV, Out-of-State Tuition, Mental Health*
1955: *The Crisis in Higher Education in the South*
1956: *Mental Health and Nuclear Energy*
1957: *Regional Education Programs, Nuclear Energy, Mental Health Training, ETV**
1958: *Financing Higher Education*
1959: *Research and the Future of the South**
1960: *Medical Education*
1961: *Goals for Higher Education in the South**
1962: *Coordination and Planning*
1963: *Higher Adult Education and ETV*
1964: *Technical-Vocational Education and the Community College**
1965: *Quality in Higher Education*
1966: *Financing Higher Education*
1967: *The Organization of Higher Education*

Reports on Seminars for Journalists

Perspectives on State and Local Fiscal Problems, 1968

Social Change in Latin America, 1968

The Impact of the Computer on Society, 1967

The Soviet World in Flux: Six Essays, 1967

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Educational Television Bulletin, 1953-1965

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No. 1 "Investing in People"

No. 2 "A Growing Investment Portfolio"*

No. 3 "Understanding a College Budget"

No. 4 "Is Higher Tuition the Answer?"

No. 5 "More for the Educational Dollar"

No. 6 "Sources of State Support"*

No. 7 "Trends in State Support"

No. 8 "Cost to the Students"

No. 9 "Trends in Voluntary Support"*

No. 10 "State Support and Long-Range Goals"

No. 11 "Investing in Knowledge"

No. 12 "Financing Faculty Salaries"

No. 13 "Revenue Potentials in Southern States"*

No. 14 "Student Costs and Public Responsibility"

No. 15 "Voluntary Support"

No. 16 "The Community College"

No. 17 "Undergraduate Student Aid"

No. 18 "A Profile of Degrees Awarded"

No. 19 "State Government Relationships with Private Colleges and Universities"

No. 20 "Sources of Financing"

No. 21 "Changing Patterns of College Attendance"

No. 22 "College Students on the Move"

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New Lines (Social Welfare Manpower Project), 1968-

Nursing Education and Research, 1962-66

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Regional Spotlight, 1968-

State Legislation Affecting Mental Health Activities in the South, 1961-65

Summary of State Legislation Affecting Higher Education in the South, 1961-

Films and Videotapes

A Great Nation Can Do Better (public health sciences), 1966

A Longer Shadow, 1951

Both Sides of Town (teacher education), 1966

Instructional Television and Higher Education, 1962

Introduction to Epidemiology (public health sciences), 1967

Mechanisms of Defense (psychiatry), 1966

Observation Is More Than Looking (mental health concepts), 1966

Perception Is Not Enough (mental health concepts), 1966

Process of Communication, 1966

Story of Gork, Educator (teacher education), 1967

Take That First Step, 1967

Teaching Is . . . (teacher education), 1966

Teaching Is . . . One and Many (teacher education), 1967

Teaching the Mentally Retarded—A Positive Approach, 1967

Thomas Jefferson's Academical Village (architecture), 1966

Within Our Reach, 1961

*Out of print

Past Chairmen

| | |
|--|-----------|
| Millard F. Caldwell <i>Governor of Florida</i> | 1949-1951 |
| Gordon Browning <i>Governor of Tennessee</i> | 1951-1952 |
| Lawrence Wetherby <i>Governor of Kentucky</i> | 1952-1954 |
| Frank G. Clement <i>Governor of Tennessee</i> | 1954-1955 |
| LeRoy Collins <i>Governor of Florida</i> | 1955-1957 |
| Luther Hodges <i>Governor of North Carolina</i> | 1957-1958 |
| Cecil H. Underwood <i>Governor of West Virginia</i> | 1958-1960 |
| Buford Ellington <i>Governor of Tennessee</i> | 1960-1961 |
| Terry Sanford <i>Governor of North Carolina</i> | 1961-1963 |
| Albertis S. Harrison, Jr. <i>Governor of Virginia</i> | 1963-1965 |
| Carl E. Sanders <i>Governor of Georgia</i> | 1965-1966 |
| Hulett C. Smith <i>Governor of West Virginia</i> | 1966-1967 |

Accountants' Opinion

HASKINS & SELLS
ACCOUNTANTS

THE CITIZENS AND SOUTHERN
NATIONAL BANK BUILDING
ATLANTA 30303

Board of Control for Southern Regional Education:

We have examined the balance sheet of the Board of Control for Southern Regional Education as of June 30, 1967, and the related statement of revenue, expenses, and fund balances and the statement of appropriations by states for student places and for student aid at regional service institutions for the year then ended. Our examination was made in accordance with generally accepted auditing standards, and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

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In our opinion, the accompanying statements present fairly the financial position of the Board at June 30, 1967, and the results of its operations for the year then ended, in conformity with generally accepted accounting principles applied on a basis consistent with that of the preceding year.

Haskins & Sells

August 4, 1967

Financial Statements

Balance Sheet, June 30, 1967

ASSETS

General Fund:

| | |
|---|----------------|
| Cash..... | \$ 44,123 |
| United States Treasury bills, at cost, and accrued interest..... | 347,002 |
| Accounts receivable..... | 7,124 |
| Furniture and equipment, at cost, less \$54,009 accumulated depreciation..... | 37,100 |
| Other..... | 1,550 |
| Total..... | <u>436,899</u> |

Restricted Funds:

| | |
|----------------------------|-------------------------|
| Cash..... | 414,489 |
| Accounts receivable..... | 57,547 |
| Due from general fund..... | 41,701 |
| Other..... | 210 |
| Total..... | <u>513,947</u> |
| TOTAL..... | <u><u>\$950,846</u></u> |

LIABILITIES

General Fund:

| | |
|-----------------------------------|----------------|
| Accounts payable and accrued..... | \$ 4,887 |
| Income taxes withheld, etc..... | 2,790 |
| Due to restricted funds..... | 41,701 |
| Fund balance: | |
| Allocated for contingencies..... | 80,000 |
| Unallocated..... | 307,521 |
| Total..... | <u>436,899</u> |

Restricted Funds:

| | |
|-----------------------------------|-------------------------|
| Accounts payable and accrued..... | 64,239 |
| Unexpended portion of grants..... | 449,708 |
| Total..... | <u>513,947</u> |
| TOTAL..... | <u><u>\$950,846</u></u> |

**Statement of Revenue, Expenses and Fund Balances
for the Year Ended June 30, 1967**

| | <i>General Fund</i> | <i>Restricted Funds</i> | |
|---|-------------------------|-----------------------------|----|
| Revenue: | | | |
| Appropriations by states..... | \$375,000 | \$ 185,000 | |
| Grants or contracts received: | | | |
| Carnegie Corporation of New York..... | | 60,000 | |
| Joseph P. Kennedy, Jr., Foundation..... | | 24,000 | |
| W. K. Kellogg Foundation..... | | 113,866 | |
| Ford Foundation..... | | 95,000 | |
| Federal Agencies (including \$405,353 from United States Department of Health, Education and Welfare)..... | | 525,655 | |
| Other..... | 37,050 | 7,101 | |
| Total..... | <u>412,050</u> | <u>1,010,622</u> | 43 |
| Expenses: | | | |
| Personnel—salaries, fees, etc..... | 246,377 | 398,968 | |
| Travel and conferences..... | 44,234 | 217,801 | |
| Rent and maintenance..... | 30,200 | | |
| Office operation..... | 45,514 | 19,667 | |
| Printing..... | 25,462 | 21,819 | |
| Grants..... | | 98,383 | |
| Production of film and tape..... | 2,876 | 52,745 | |
| Other..... | 17,187 | 5,199 | |
| Return of unexpended funds to grantor—Ford Foundation..... | | 1,618 | |
| Allocation to restricted fund projects of portion of administrative and development expenses..... | (74,092) | 74,092 | |
| Total..... | <u>337,758</u> | <u>890,292</u> | |
| EXCESS OF REVENUES OVER EXPENSES..... | 74,292 | 120,330 | |
| FUND BALANCE, JULY 1, 1966..... | <u>313,229</u> | <u>329,378</u> | |
| FUND BALANCE, JUNE 30, 1967: | | | |
| Allocated for contingencies..... | 80,000 | | |
| Unallocated..... | 307,521 | | |
| TOTAL..... | <u>\$387,521</u> | <u>\$ 449,708</u> | |

Contracts and Memoranda of Agreement

Contracts for Services

Contracts for services permit a state which does not offer a certain type of training to send its students to a state which does. The receiving institution benefits by obtaining qualified students and money for improving the quality of its programs.

A state requiring educational services in a given field contracts with SREB to send a quota of students to an out-of-state college. The state agrees to pay a set amount per student to the institution.

SREB then contracts with the receiving institution, which agrees to enroll the students on a resident basis (waiving out-of-state tuition) provided they meet its admission requirements. At present SREB operates contracts in medicine, dentistry, veterinary medicine, social work, public health and special education.

Dentistry

Baylor University
Emory University
Louisiana State University
Loyola University
Medical College of Virginia
Meharry Medical College
University of Alabama
University of Louisville
University of Maryland
University of Tennessee

States using dental contracts are: Alabama, Arkansas, Florida, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas and Virginia

Medicine

Meharry Medical College

States using medical contracts are: Alabama, Florida, Georgia, Louisiana, Maryland, Mississippi, North Carolina, Tennessee, Texas and Virginia.

Public Health

Johns Hopkins University
Tulane University
University of North Carolina

States using public health contracts are:
Kentucky and West Virginia.

Social Work

Atlanta University
Florida State University
Louisiana State University
Tulane University
University of Tennessee

States using social work contracts are:
Alabama and North Carolina.

Special Education

George Peabody College
University of Tennessee

States using special education contracts are:
Florida, Georgia, Kentucky, Maryland, North Carolina, Tennessee and West Virginia.

Veterinary Medicine

Auburn University
Oklahoma State University
Texas A&M University
Tuskegee Institute
University of Georgia

States using veterinary medical contracts are:
Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia and West Virginia.

Student Aid Contracts

Student aid contracts enable a state to send its citizens to schools in other states and defray part of the students' costs. Programs are in operation in actuarial science, architecture, forestry, library science, meteorology, occupational therapy and optometry. SREB is fiscal agent for these contracts.

Actuarial Science

Georgia State College

Alabama, Florida, North Carolina, South Carolina and Tennessee participate in this program.

Architecture

Auburn University
Georgia Institute of Technology
Louisiana State University
North Carolina State University
Virginia Polytechnic Institute

Tennessee is the only state participating in this program.

Forestry

Auburn University
Louisiana State University
North Carolina State University
Stephen F. Austin State College
University of Florida
University of Georgia
Virginia Polytechnic Institute

Kentucky, Maryland and Tennessee participate in this program.

Library Science

Atlanta University
Emory University
Florida State University
George Peabody College
Louisiana State University
University of North Carolina

Alabama, Maryland and South Carolina participate in this program.

Meteorology

Texas A&M University

Louisiana is the only state participating in this program.

Occupational Therapy

Richmond Professional Institute

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Maryland and South Carolina participate in this program.

Optometry

University of Houston

Kentucky and South Carolina participate in this program.

Memoranda of Agreement

Memoranda of agreement are formal statements of the terms of an agreement between institutions in several states which have decided to carry out a joint effort toward advancing education in a specific field. Examples of joint action are studies, brochures for recruiting students, curriculum or research planning, summer graduate institutes. A regional committee, composed of representatives of each institution and of SREB, guides projects carried out under an agreement.

Nursing

(109 participating institutions in all SREB states)

Statistics

Clemson University
Duke University
Emory University
Florida State University
Georgia Institute of Technology
Johns Hopkins University
Medical College of Virginia
Mississippi State University
North Carolina State University
Oak Ridge National Laboratory
Oklahoma State University
Southern Methodist University
Texas A&M University
University of Alabama
University of Florida
University of Georgia
University of Kentucky
University of North Carolina
University of South Carolina
University of Tennessee
University of Texas
University of Virginia
Vanderbilt University
Virginia Polytechnic Institute
West Virginia University
Southern Regional Education Board

Industrial Engineering

Georgia Institute of Technology
Johns Hopkins University
North Carolina State University
Oklahoma State University
Texas A&M University
Texas Technological College
University of Alabama
University of Arkansas
University of Florida
University of Georgia
University of Houston
University of Tennessee
Virginia Polytechnic Institute
West Virginia University
Southern Regional Education Board

Forestry

Auburn University
Clemson University
Duke University
Louisiana State University
North Carolina State University
University of Florida
University of Georgia
Southern Regional Education Board

Pharmaceutical Sciences

Medical College of South Carolina
Medical College of Virginia
University of Arkansas
University of Florida
University of Georgia
University of Maryland
University of Mississippi
University of North Carolina
University of Tennessee
University of Texas
Southern Regional Education Board

SREB STUDENT CONTRACT PROGRAM
1967-68

| State | Medicine | | Dentistry | | Veterinary Medicine | | Social Work | | Public Health | | Special Education | |
|--------------------|------------|------------------|------------|------------------|---------------------|------------------|-------------|-----------------|---------------|-----------------|-------------------|--------------|
| | NS* | Amount | NS | Amount | NS | Amount | NS | Amount | NS | Amount | NS | Amount |
| Alabama..... | 14 | \$ 31,500 | 3 | \$ 7,875 | | | 34 | \$25,500 | | | | |
| Arkansas..... | | | 80 | 156,000 | 24 | \$ 36,000 | | | | | | |
| Florida..... | 12 | 27,000 | 250 | 375,000 | 80 | 120,750 | | | | | 2 | \$566 |
| Georgia..... | 14 | 31,500 | | | 2 | 4,500 | | | | | | |
| Kentucky..... | | | | | 57 | 85,500 | | | 5 | \$ 7,500 | | |
| Louisiana..... | 8 | 18,000 | 42 | 63,375 | 53 | 89,750 | | | | | | |
| Maryland..... | 5 | 11,813 | 2 | 3,000 | 42 | 66,750 | | | | | | |
| Mississippi..... | 8 | 18,000 | 56 | 107,625 | 57 | 86,500 | | | | | | |
| North Carolina.... | 20 | 45,000 | 5 | 7,500 | 49 | 73,500 | | | | | | |
| Oklahoma..... | | | 42 | 68,000 | | | | | | | | |
| South Carolina.... | | | 48 | 69,750 | 35 | 51,000 | | | | | | |
| Tennessee..... | 10 | 23,625 | 10 | 15,000 | 61 | 90,500 | | | | | | |
| Texas..... | 13 | 29,250 | 2 | 3,000 | 1 | 1,500 | | | | | | |
| Virginia..... | 19 | 42,750 | 3 | 4,500 | 45 | 67,500 | | | | | | |
| West Virginia..... | | | | | 7 | 10,500 | | | 4 | 6,000 | | |
| TOTALS..... | 123 | \$278,438 | 543 | \$880,625 | 513 | \$784,250 | 34 | \$25,500 | 9 | \$13,500 | 2 | \$566 |

*NS—Number of students.

| State | Architecture | | Forestry | | Library Science | | Occupational Therapy | | Optometry | | STATE TOTALS | |
|--------------------|--------------|----------------|-----------|----------------|-----------------|-----------------|----------------------|----------------|-----------|----------------|--------------|--------------------|
| | NS | Amount | NS | Amount | NS | Amount | NS | Amount | NS | Amount | NS | Amount |
| Alabama..... | | | | | 51 | \$14,835 | | | | | 102 | \$ 79,710 |
| Arkansas..... | | | | | | | | | | | 104 | 192,000 |
| Florida..... | | | | | | | | | | | 344 | 523,316 |
| Georgia..... | | | | | | | | | | | 16 | 36,000 |
| Kentucky..... | | | 13 | \$4,619 | | | | | 13 | \$1,759 | 88 | 99,378 |
| Louisiana..... | | | | | | | | | | | 103 | 171,125 |
| Maryland..... | | | 3 | 1,275 | 1 | 70 | 13 | \$2,600 | | | 66 | 85,508 |
| Mississippi..... | | | | | | | | | | | 121 | 212,125 |
| North Carolina.... | | | | | | | | | | | 74 | 126,000 |
| Oklahoma..... | | | | | | | | | | | 42 | 68,000 |
| South Carolina.... | | | | | | | | | | | 83 | 120,750 |
| Tennessee..... | 17 | \$3,267 | | | | | | | | | 98 | 132,392 |
| Texas..... | | | | | | | | | | | 16 | 33,750 |
| Virginia..... | | | | | | | | | | | 67 | 114,750 |
| West Virginia..... | | | | | | | | | | | 11 | 16,500 |
| TOTALS..... | 17 | \$3,267 | 16 | \$5,894 | 52 | \$14,905 | 13 | \$2,600 | 13 | \$1,759 | 1,335 | \$2,011,304 |

SREB Staff

Winfred L. Godwin, *Director*

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Anna E. Barker, *Assistant Project Director* (Social Welfare)

Helen C. Belcher, *Project Director* (Nursing Education)

Carl A. Bramlette, *Assistant Director for Mental Health Training and Research*

James E. Brawner, *Accountant*

A. J. Brumbaugh, *Research Consultant*

Annie Laurie Crawford, *Project Director* (Mental Health and Psychiatric Nursing)

Gail M. Crider, *Research Assistant*

Dorothy W. Felton, *Publications Assistant*

James M. Godard, *Project Director* (Higher Educational Opportunity)

Edwin C. Godbold, *Associate Director for Administration*

John W. Hamblen, *Project Director* (Computer Science)

Michael A. Hart, *Project Assistant* (Resource Development)

Harold L. McPheeters, *Associate Director for Mental Health Training and Research*

Peter B. Mann, *Information Officer*

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Lionel H. Newsom, *Project Associate Director* (Higher Educational Opportunity)

John S. Niblock, *Editorial Assistant*

William R. O'Connell, *Research Associate*

Elizabeth N. Page, *Research Assistant* (Higher Educational Opportunity)

Helen A. Pemberton, *Project Assistant* (Nursing Education)

George H. Prochazka, *Project Assistant* (Agricultural Sciences)

Edward L. Protz, *Project Director* (Social Welfare)

William Ramsay, *Project Director* (Resource Development)

Jack W. Rollow, *Associate Director for Regional Programs*

Reed Sarratt, *Project Director* (Journalism)

E. F. Schietinger, *Associate Director for Research*

Robert L. Sigmon, *Coordinator, Internship Program* (Resource Development)

Mary Howard Smith, *Regional Programs Associate*

Ruth N. Smith, *Administrative Assistant*

John D. Webster, *Assistant Director for Mental Health Training and Research*